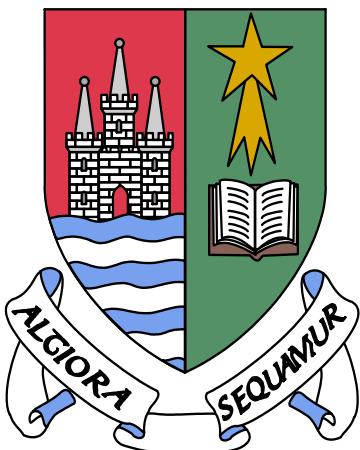




Holmston Primary School



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 2019

Holmston Primary School
Standards and Quality Report
June 2019

Introduction

At Holmston Primary School we put the child at the centre of everything we do. We aim to create a happy, safe, secure, healthy and nurturing environment where every learner can reach their full potential. We positively promote inclusion, caring attitudes, responsibility and respect 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. The school has a mixed catchment area with 41% of our pupils living in deciles 1 and 2 and 23% of pupils in P4 – P7 on FME.

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

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

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

	2015 - 2016			2016 - 2017			2017 2018				2018 2019		
	Literacy	Numeracy	Health &WB	Literacy	Numeracy	Health &WB	Literacy	Numeracy	Health and Wellbeing		Reading	Writing	Listening and Talking
Early	100%	100%	100%	81%	89%	93%	86%	89%	100%	84%	80%	88%	88%
First	90%	90%	97%	88%	88%	85%	90%	90%	100%	85%	82%	89%	89%
Second	80%	87%	97%	87%	93%	100%	93%	86%	100%	90%	90%	94%	87%

In P1, most pupils assessed in reading and writing achieved levels which were either in line or higher than expected for their age .

Most pupils have achieved levels in numeracy which were either in line with or higher than expected.

In P4, most pupils assessed in reading and writing achieved levels which were either in line or higher than expected for their age.

Almost all pupils have achieved levels in numeracy which were either in line with or higher than expected.

In P7, almost all pupils assessed in reading and writing achieved levels which were either in line or higher than expected for their age, Most pupils have achieved levels in numeracy which were either in line with or higher than expected.

Holmston Primary has 199 children on the school roll. 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 go to Ayr Academy.

This session, we have full time staffing of 10.4 FTE consisting of a Head Teacher, Depute Head Teacher and class teachers. We have a 0.6 FTE pupil support teacher. Pupils and staff are supported by five school assistants, two clerical assistants, two janitors, 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 Academy, Queen Margaret Academy Supported Learning Facility and Kyle Academy to ensure a smooth P7/ S1 transition for pupils going to these schools. The school has also supported inclusion and joined with Southcraig School on a variety of projects.

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 supporting on trips and supporting bikeability, the school bank and the school allotment. 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 Forum 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 School committee members. Dyslexia Friendly Schools committee members, Junior Road Safety Officers, Makaton Ambassadors, Monitors, Playground Buddies, House Captains, Head Boy, Head Girl, Librarians 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

<p>NIF Priority: Improvement in attainment for all, 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</p> <p>Drivers</p> <ul style="list-style-type: none"> • School improvement • School leadership • Teacher professionalism • Assessment of children's progress • Performance information 	<p>Links to HGIOS 4</p> <p>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</p>
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At Holmston Primary we have created a caring, welcoming and fully inclusive learning environment which is embedded in the work of the school. A positive, inclusive ethos is promoted through our shared school vision and values. These are clearly displayed and embedded in the work of the school. House points are used to foster a sense of inclusion and are given out for demonstrating school values in action and performance in line with expectations. Children interact very well with each other, staff and visitors and are very supportive of each other. They talk confidently about their achievements and contributions to the life of the school. Children are well mannered, friendly and are proud of their school community. 95% of parents agreed or strongly agreed that, *"My child likes being at this school"* and 96% of pupils agreeing or strongly agreeing that *"I feel safe at school."*

There is a clear strategic vision in the school with learning and teaching at its heart. Staff focus on providing a positive learning environment where children enjoy learning. 96% of pupils agreed or strongly agreed with, *"I am encouraged by staff to do the best I can."* An aspirational curriculum rationale encourages a flexible approach to curriculum planning to ensure our pupils are motivated and engaged across the different contexts for learning. Quality Assurance procedures identify almost all pupils are making good progress. There is a broad, balanced and progressive curriculum underpinned by the SAC frameworks and all staff have high expectations for all learners. 94% of pupils agreed or strongly agreed that, *"Staff help me to understand how I am progressing with my school work."* Regular tracking meetings between Senior Leadership Team and staff ensures attainment is robustly tracked leading to improvements.

Learners are motivated and challenged through effective questioning and differentiation. Interventions are timely and targeted using teacher judgements and informed by summative data. Teachers are further developing their practice in sharing the learning intentions and children are developing their understanding of what they need to do to improve. Children benefit from the recently introduced creativity skills framework pilot which is being used across the school.

Children benefit from the extensive CLPL activities staff have undertaken in learning and teaching including attending conferences, professional dialogue and learning visits and from teachers participating in training to support assessment and moderation activities at school, cluster and authority level. All staff are using the South Ayrshire curricular frameworks to plan learning. They use the benchmarks to assist professional judgement on achievement of a level. Almost all staff are trained in nurturing approaches and are ACE/Trauma aware to promote positive relationships.

Overall Curriculum for Excellence levels in attainment in literacy and English show children are making progress from their prior levels of attainment and remain above the authority averages. Curriculum for Excellence levels in P4 and P7 are above the authority average and school family 6 in both literacy and numeracy. 2017 SNSA results in P4 and P7 show the children achieving above the authority averages in the high capacity region in both literacy and numeracy.

Next Steps

- review and implement revised Teaching and Learning policy
- implement a planning framework to support creativity, MTV and DYW
- Implement the revised SAC frameworks
- Develop an assessment overview and reporting strategy
- Continue to improve how children are more involved in their learning through further developing the use of learning intentions and success criteria and providing high quality feedback to children to enable them to set their learning targets
- CLPL for staff on holistic assessments within Social Studies making links to literacy and numeracy. Provide

- opportunities for staff to moderate assessments across the school and cluster
- Implement new four stage approach to tracking
- Embed Active Reading and Accelerated Reader and implement word aware and train new staff in the 3 read approach in Primary 1 and 2
- Embed and further develop Talk for Writing approaches to include non fiction
- Use PT for maths to ensure pupils have an increased range of strategies to solve problems, are resilient mathematicians and have positive attitudes numeracy and maths and planned learning meets learners needs. (Linked to PEF)
- Continue to work towards achieving the Digital School Award
- Develop transition from Nursery to P1 to ensure continuity and progression through embedding a play based learning approach to raise attainment for all learners in P1 across both literacy and numeracy.
- Review transition between Nursery and P1 and develop links with Wallacetown Nursery to enhance transition and planning.

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

<p>NIF Priority:</p> <ul style="list-style-type: none"> • Closing the attainment gap between the most and least disadvantaged children • Improvement in children's and young people's health and wellbeing <p>Drivers</p> <ul style="list-style-type: none"> • School improvement • School leadership • Teacher professionalism • Assessment of children's progress • Performance information 	<p>Links to HGIOS 4</p> <ul style="list-style-type: none"> 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
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Progress and Impact

There are positive relationships across the school community. Each child and young person is treated as an individual. Teaching and support staff know the children well and are able to support them according to their staged intervention levels and action plans.

All support staff are very clear of their roles and responsibilities to support children within the school. They feel valued and part of the school team. 100% of support staff agree that they are "supported to engage in professional learning." And 100% strongly agree or agree that "the schools vision and values underpin my work".

Staff use targeted interventions effectively with individuals and small groups to support children including Accelerated Reader, PAT Phonics, Toe by Toe, 5 Minute Boxes, Numicon Breaking Barriers, Three Read and Reading Wise. Children talk positively about using these as part of their curriculum.

Support staff are timetabled effectively in order to support individuals and groups in order to meet medical, health and safety and learning needs. Personal care is carried out with children in a respectful, dignified manner. Our pupil Support Teacher is trained in Seasons for Growth and runs these workshops as and when required to support pupils emotional wellbeing in school.

Annual child protection training and updates ensure all staff are aware of appropriate approaches and procedures for informing any child protection concerns. The school meets its statutory obligations with regard to child protection. There are no children currently involved in child protection procedures. 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.

Across the school, staff focus on promoting equity and achieving success for all learners. Inclusion is very much at the heart of the school and is embedded in everything that is done to support all young people. The Southcraig inclusion project has had a positive impact on all children and children speak very positively about their experiences. Parental feedback said that children have "*Had the most wonderful experience taking part in the Sherborne Movement Project, building new friendships, developing nurturing skills but most importantly understanding how important inclusion and acceptance is.*"

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 and attendance at clubs is monitored and tracked by our Active Schools co-ordinator. 95% of parents agreed or strongly agreed that, '*the school helps my child feel confident*'. (Parent Survey 2018) The 'Fun and Fit 15' route is marked out on the playground and almost all classes participate in this challenge.

Staff continue to develop their understanding of thinking with a Growth Mindset and resources have been purchased to support the development of a teaching programme. Pupils can use the language of Growth Mindsets and can discuss Growth Mindset approaches to learning. Parent workshops on growth mindsets is included on the school website.

Next Steps

- To ensure all stakeholders are clear about the direction of the school we are currently undertaking a review of school vision statement
- To ensure all stakeholders are working together to promote a positive and inclusive environment we are currently undertaking a review of the Creating Positive Relationships Policy (formerly Behaviour Policy)
- Develop positive playtime approaches
- Pupil Profile format links to DYW and wider achievements and includes pupil targets and evidence of achievement
- Pilot lessons in self regulation and meta cognition underpinned by thinking with a Growth Mindset as part of the Creativity Framework.

- Continue to implement the action plan for DFS
- Build on and continue to embed the work of the RRS and across the school and the wider community
- Continue to work in partnership with Southcraig School
- Pupils to develop confidence and skills in the expressive arts through participation in the school shows/performances

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 attainment, particularly in literacy and numeracy
- Improvement in children's and young people's health and wellbeing

Drivers

- School improvement
- School leadership
- Parental engagement

Links to HGIOS 4

- 2.5 Family Learning
- 2.7 Partnerships
- 3.2 Raising Attainment and Achievement
- 3.3 Creativity and Employability

Progress and Impact

Parents are becoming increasing involved in the life of the school. with 87% of parents agreeing or strongly agreeing that “*the school organises activities where my chld and I can learn together.*” (Parent Survey 2018) There is enhanced communication through the development of the school website, Twitter feed and class blogs. 97% of parents agree or strongly agree that “*I feel comfortable approaching the school with questions/suggestions or a problem.*” (Parent Survey 2018) This includes links to support parents at home in different curricular areas and online safety. 94% of parents agreed or strongly agreed that, ‘*School staff help my child develop skills to keep themselves safe online.*” (Parent Survey 2018)

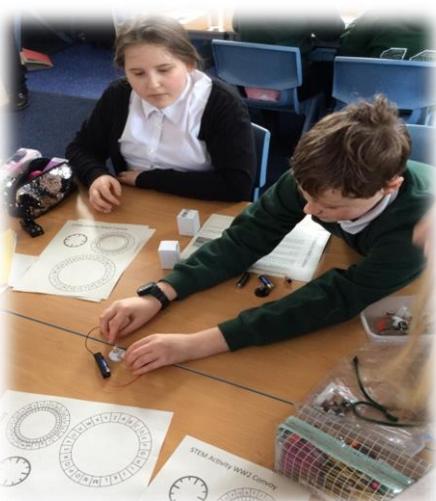
New P1 parents were invited to attend two events to meet with staff and gather information to support their child's transition to Primary shool. School events including the STEM Fayre, Nativity, Sherbourne Movement Assembly and Global Showcase were all very well attended. Almost all parents attended the parents' evenings. Pupils were given further opportunities to share their learning with parents through assemblies, church services, performances and fayres. Curricular workshops were also offered on Internet Safety, Accelerated Reader and Growth Mindset.

Parents are becoming more 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 Bikeability and Netball clubs. Parents have also been involved in supporting class visits to the school allotment and leading workshops for pupils during STEM week.

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. This year's Travel and Tourism themed weeks further increased pupils appreciation of the skillsneeded for jobs in these areas. 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 Steps

- Host a week of Global Culture and wellbeing
- Develop a themed fortnight based around Retail and Trades in the local area
- Involve parents through workshops on a variety of curricular areas
- Host pupil led workshops in the classroom
- Involve parents in leading workshops
- Involve parents in reviewing school policies and documents



Evaluation Summary

1.3 Leadership of change



We promote and encourage leadership at all levels. The leadership team is consultative and collegiate and encourages a culture of lifelong learning. All members of the senior Leadership Team have achieved the Standard for Headship through either 'the Flexible Route to Headship' or the 'Into Headship' Programme. 2 members of staff have completed 'Leadership Development Level 1.' One member of teaching staff is now a Making Thinking Visible Ambassador for SAC.

We develop and effectively use the talents and expertise of all staff, teaching and non-teaching, encouraging them to adopt lead roles and share their skills and talents in a supportive manner. We encourage parents and pupils to take leadership responsibilities within 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 has begun and will be completed next session due to the change 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. 90% of parents, agreeing or strongly agreeing that "*My child finds their learning activities hard enough.*" (Pupil survey 2108) 100% of staff agreed or strongly agreed that learners are, '*engaged in their learning.*' (Teaching staff survey 2018/19)

Priorities are identified through thorough examination of all available data. This includes CEM data, SNSA data, SIMD information and teacher judgements and the reflections from the recent Authority Validation visit. Priorities are linked to the local and national drivers 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. Evaluations against aspects of HGIOS4 for this session identified embedding creativity skills as a focus for improvement, increasing pupils' confidence in problem solving, communicating and team working skills.

Staff and pupils participate in school self-evaluation and parents are provided with the opportunity to reflect on the work of the school through questionnaires, workshops and feedback. 97% of parents say that "*I am satisfied with the quality of teaching in the school.*" (Parent Survey 2018) Pupils are involved in self and peer evaluation daily and their opinions sought when identifying the next steps in their learning. Staff use self-evaluation to develop the experiences and curriculum we provide for our pupils and embed innovations and changes. All teaching staff have actively participated in Authority moderation activities.

All staff are given opportunities to lead as well as be part of the team. Staff are becoming more confident to lead aspects of change and almost all staff are responsible for an area of the development plan or curriculum. The SIP identifies clear targets for improvement and strategies to meet these targets. 91% of parents agree or strongly agree that "*the school is well led and managed.*" (Parent Survey 2018)

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. All teaching staff refined their skills in making assessments through participation at Authority level moderation events. Staff have greater confidence in planning learning experiences more closely linked to pupils' needs and regular robust moderation activities between staff have ensured that standards are maintained, improved and shared, resulting in increased attainment. Our support staff use their skills and talents to enhance the education and environment of our pupils.



2.3 Learning and teaching



Our pupils are motivated and engaged through a wide range of experiences and contexts for learning. They are encouraged to develop thinking with a growth mindset to overcome challenges and become increasingly resilient to tackle new areas of learning.

Pupils are encouraged to apply creativity skills across the curriculum. Staff are becoming more skilled in providing differentiated creative learning experiences to meet the needs of the pupils. Overall, Curriculum for Excellence levels in attainment in literacy and English show children are making progress from their prior levels of attainment and remain above the authority averages.

Pupils are taught in classrooms which are stimulating, using the extensive range of resources available in the school. They are motivated to learn through the use of active learning, personalisation and choice. They are enthusiastic and confident in their learning through the use of Assessment is for Learning, MTV thinking routines and co-operative learning techniques. The ethos of self-evaluation, incorporating self and peer assessment leads to improvements in learning through reflections against targets, progress and identifying next steps. Pupils contribute to the life of the school through a variety of groups as well as contributing to curriculum planning within their classes. As a Rights Respecting School, pupils develop charters for their class based on the UNCRC.

Learners are motivated and engaged across the four contexts for learning. Throughout the school year, pupils have participated in events such as Travel and Tourism Fortnight, Visits from The Clyde Fisherman's Trust, educational visits to Dundonald and Stirling castles, the Sky Academy and participated in a successful STEM Fayre all of which have been linked to the Developing the Young Workforce (DYW) agenda.

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.

Staff are provided with opportunities to reflect on pedagogy through CLPL sessions on the teaching of mathematics, and literacy. This has impacted on almost all pupils being challenged at an appropriate level. Most staff use higher order questioning to challenge and engage pupils and a range of AifL strategies are used to encourage pupils to become independent learners and develop meta-cognitive processes.

The school takes pride in promoting creativity and sharing learning in curriculum areas. During whole school events there have been a range of opportunities for children to demonstrate their skills in being successful learners, confident individuals and effective contributors.

All staff have undertaken CLPL on the approaches for developing writing skills and as a result there is now an even greater consistency in the approach to planning and differentiating the learning. An active approach is used to teach writing that builds upon pupils prior knowledge and experiences of texts. Children are encouraged to internalise the language structures needed to write through 'talking the text' as well as close reading.

To further motivate and engage learners in a love of literature, we have introduced Accelerated Reader in the school for pupils in P4 to P7 with a view to rolling this out to infant classes in the future. This encourages a culture of reading for pleasure.



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. The variety of methods taught enables learners to choose an effective strategy that suits the numbers or a preferred approach. All staff have been trained in, and have implemented Number Talks and have started to use more concrete and pictorial approaches before moving into more abstract methods. All classes spend a proportion of time daily on oral and mental strategies to develop mental agility. 100% of staff agree or strongly agree that *“Collaborative working across the school is effective in taking forward improvement.”* (Teaching Staff Survey 2018)



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. 91% of pupils agreed or strongly agreed with 'I enjoy learning at school'. (Pupil Survey, 2018)

Pupils have improved their digital literacy skills and have a greater awareness of how to keep themselves safe online. With 94% of parents agreeing or strongly agreeing that *“School staff help my child develop skills to keep themselves safe online.”* (Parent Survey 2018) 99% of pupils agreeing or strongly agreeing that *“I know how to keep myself safe online.”* (Pupil Survey 2018)

Pupils benefitted from experts and specialist instructors. This has resulted in high quality curricular experiences and also provided opportunities for staff development. Pupils from across the school have had increasing opportunities to develop their creativity skills. This has enabled pupils to become more confident to overcome problems and identify a range of solutions.

The wider school community are well served at Holmston with the school very much involved in the community. Church services at Christmas, Easter and Summer further involve the community in the life of the school. The school has made strong links with South Craig School and pupils from both schools have benefitted from participation in the Serbourne Movement Project, school visits, P5 Makaton Group, work experience and a joint Sports day alongside the sharing of end of term celebrations in October, December, March and June. Every class in the school has had the opportunity to visit the South Craig campus to participate in interactive games and to develop total communication techniques.



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 and this will be embedded further in the next session alongside the development of more holistic assessments linked to pupil profiles.

3.1 Ensuring wellbeing, equity and inclusion



All staff understand the wellbeing indicators and use these to ensure the wellbeing of all pupils. Staff use a wellbeing assessment web and Boxall Profile to identify any particular needs for individuals within the class. Nurture groups have been set up for targeted pupils, alongside input from the Pupil Support Teacher who facilitates a Season's for Growth Group. Staff and pupils have a very good understanding of the UNCRC. Wellbeing Assessments are completed for pupils on stage 3 interventions and saved in the Wellbeing App in Seemis and Pastoral notes are kept online and can be shared as appropriate. 96% of pupils agreed or strongly agreed 'I

feel safe in my school.' (Pupil Survey 2019) and 95% of parents agreed or strongly agreed that "*I feel that my child is safe at the 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 within their class. Senior members of staff have received Designated Manager training for LAC pupils. Identified staff attend GIRFEC forums. Information is disseminated as appropriate and this ensures that 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. The school works closely with other agencies including Psychological Services, Social Services, Doonfoot Outreach, CAMHS, Speech and Language Therapy and the Barnardo's Team to meet individual needs. This also ensures 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 team around the child meetings and pupil's views are taken into account.

Support staff are deployed to meet the needs of identified pupils within the classes to ensure they are included in their learning. Pupil Support Assistants work very effectively 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 school's internal training opportunities. A range of additional assessment and supporting materials are used to ensure the inclusion of all pupils. Looked-after pupils are supported through the staged intervention process. The school aims to be as inclusive as possible and we have a diverse range of pupils with more complex needs supported within the school.



All pupils participate in assemblies. These contribute to the life and ethos of the school through the promotion of 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. The school continues to sponsor Daphine through Plan International. The school also achieved the Rights Respecting School's Gold award.

There continues to be a very good standard of behaviour across the school as a result of the school actively promoting an ethos whereby everyone works as part of a team and takes responsibility for their actions. 89% of pupils agreed or strongly agreed that, *"other children behave well."* (Pupils 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 through: monitoring, buddy systems, lunch monitors, JRSOs, House and Vice captains, Head Boy and Head Girl and Pupil Council.

There is an excellent and effective transition programme in place with Belmont, Kyle, Queen Margaret and Ayr secondary schools. This included a cluster transition disco, a successful Health and Wellbeing day, question and answer session with teachers and pupils; Health and Wellbeing workshops and lessons in Numeracy and Language. Pupils also experience a two-day transition visit. 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 secondary school.



The greatest gift you can give someone..... is to include them

3.2 Raising attainment and achievement



Pupils' progress and levels of attainment are tracked carefully at regular learning and development and target setting meetings. This forms part of our rigorous quality assurance procedures. Holmston continue to use the CEM online assessments in primaries 2,3, 5 and 6, alongside SNSA assessments in Primaries 1,4 and 7 which allow staff to monitor and track pupil progress, compare attainment locally and nationally and identify areas for development and identify good practice. SLT are also beginning to engage with the BGE Toolkit and working in families of schools across the SWEIC. 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 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.

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.

The school improvement plan clearly identifies the focus on literacy and numeracy. Staff have worked alongside Cluster and Authority colleagues on the moderation of literacy experiences. This has empowered staff to become more confident when planning assessments to demonstrate achievement within a level. In-house CLPL and attendance at conferences has further developed staff skills and confidence in approaches to the teaching of reading, writing and mathematics. Almost all pupils make good progress in literacy and mathematics and this is maintained over time.

The school is committed to inclusion and equity and as a result there have been no exclusions over the past year. Robust maximising attendance procedures have seen attendance improving.

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. 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.

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. Pupils in P4-7 also had the opportunity to participate with the Scottish National Opera. 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 Young Engineer competitions, Burn's Competition, Euroquiz, Lego Mindstorm, The Energy Enforcement Agency Calendar competition, Glasgow University Primary Maths Competition and Art competitions. Pupils also participate in a range of local and national sporting events.



What are the key priorities for improvement in 2019/2020?

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

- review and implement revised Teaching and Learning policy
- implement a planning framework to support creativity, MTV and DYW
- Implement the revised SAC frameworks
- Develop an assessment overview and reporting strategy
- Continue to improve how children are more involved in their learning through further developing the use of learning intentions and success criteria and providing high quality feedback to children to enable them to set their learning targets
- CLPL for staff on holistic assessments within Social Studies making links to literacy and numeracy. Provide opportunities for staff to moderate assessments across the school and cluster
- Implement new four stage approach to tracking
- Embed Active Reading and Accelerated Reader and implement word aware and train new staff in the 3 read approach in Primary 1 and 2
- Embed and further develop Talk for Writing approaches to include non fiction
- Use PT for maths to ensure pupils have an increased range of strategies to solve problems, are resilient mathematicians and have positive attitudes numeracy and maths and planned learning meets learners needs. (Linked to PEF)
- Continue to work towards achieving the Digital School Award
- Develop transition from Nursery to P1 to ensure continuity and progression through embedding a play based learning approach to raise attainment for all learners in P1 across both literacy and numeracy.
- Review transition between Nursery and P1 and develop links with Wallacetown Nursery to enhance transition and planning.

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.

- To ensure all stakeholders are clear about the direction of the school we are currently undertaking a review of school vision statement
- To ensure all stakeholders are working together to promote a positive and inclusive environment we are currently undertaking a review of the Creating Positive Relationships Policy (formerly Behaviour Policy)
- Develop positive playtime approaches
- Pupil Profile format links to DYW and wider achievements and includes pupil targets and evidence of achievement
- Pilot lessons in self regulation and meta cognition underpinned by thinking with a Growth Mindset as part of the Creativity Framework.
- Continue to implement the action plan for DFS
- Build on and continue to embed the work of the RRS and across the school and the wider community
- Continue to work in partnership with Southcraig School
- Pupils to develop confidence and skills in the expressive arts through participation in the school shows/performances

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

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What is the capacity for improvement?

The school community has a clear strategic 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 further 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.

