Holmston Primary School

School Improvement Plan

2019 - 2020

WORKING WITH PARTNERS AND COMMUNITIES TO MAKE LIFE BETTER

South Ayrshire Council

Our Values

Respect
Responsibility
Fairness
Honesty
Courage

Our Vision

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 lead healthy, active lives.

They will value and contribute to their community, while their wider achievements will be celebrated and learners will have a voice in the school community.

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.

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.

School Improvement PLan
• To continue to raise attainment and maintain consistently high standards in the quality of all learners' experiences across the curriculum
• 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
• To increase partnership working with a wider range of stakeholders to enrich the pupil learning experience and develop skills for learning, life and work
Educational Services Improvement Plan
• Improve attainment, particularly in literacy and Numeracy
• Closing the attainment gap between the most and least disadvantaged children
• Improvement in children and young people's health and wellbeing
• Improvement in employability skills and sustained positive school leaver destinations for all young people
South Ayrshire Council Plan
• 1. Maximise the potential of our children and families
• 2. Improve the way we work as a council
• 3. Maximise the potential of our economy
• 4. Maximise the potential of our adults and older people
• 5. Maximise the potential of our communities
• 6. Maximise the potential of our environment
Children's Services Plan - Draft
• 1. Ensure South Ayrshire's children get the best start in life, it is the best place to grow up, and all children and young people are successful learners, confident individuals, responsible citizens and effective contributors.
• 2. Reduce the gap in outcomes between the most deprived and least deprived children and young people in South Ayrshire.
• 3. Ensure children and young people who are looked after or are care leavers are cared for and supported to improve their life experiences and life chances.
• 4. Ensure children and young people are supported to achieve and maintain good emotional and physical health and wellbeing.
• 5. Ensure children and young people have a voice in influencing service delivery that affects their lives.
National Improvement Framework
• 1. Improvement in attainment, particularly in literacy and numeracy
• 2. Closing the attainment gap between the most and least disadvantaged children
• 3. Improvement in children and young people's health and wellbeing
• 4. Improvement in employability skills and sustained positive school leaver destinations for all young people
National Improvement Framework Drivers
• 1. School Leadership
• 2. Teacher professionalism
• 3. Parental engagement
• 4. Assessment of children's progress
• 5. School improvement
• 6. Perfomance information

Summary of School Improvement Plan

ASPECT OF HGIOS4?		TARGETS FOR 2019/20	NIF *PRIORITIES* AND DRIVERS
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	1	**To continue to raise attainment and maintain consistently high standards in the quality of all learners' experiences across the curriculum**	• *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* o School improvement o School leadership o Teacher professionalism o Assessment of children's progress o Performance information
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	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**	• *Improvement in children's and young people's health and wellbeing* • *Improvement in attainment for all, particularly in literacy and numeracy* • *Closing the attainment gap between the most and least disadvantaged children* o School improvement o School leadership o Teacher professionalism o Assessment of children's progress o Performance information
1.3 Leadership of Change 2.5 Family Learning 2.7 Partnerships 3.2 Raising Attainment and Achievement 3.3 Creativity and Employability	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**	• *Improvement in employability skills and sustained positive school leaver destinations for all young people* o School improvement o School leadership o Parental engagement

Target 1. To continue to raise attainment and maintain consistently high standards in the quality of all learners' experiences across the curriculum				
What Outcomes Do We Want To Achieve?	**How Will We Achieve This?**	**Lead Person**	**Start and Finish Dates**	**How Will We Measure Impact On Children and Young People?**
All pupils experience a curriculum which enables them to achieve, be successful, confident, responsible and effective in school, work and life. All pupils experience a progressive and engaging curriculum that provides opportunities for creativity and employability Almost all pupils become more confident in developing the creativity skills of being curious, problem-solving, being open-minded and being imaginative	Review and implement revised Teaching and Learning Policy and curriculum rationale – ensuring it is research based and includes: • AifL • Guidance on LI and SC, plenaries, feedback • Growth mindset • Talk partners • Linked to UNCRC Implement a planning framework to support staff to promote creativity skills across learning linked to DYW standards and MTV. Implement revised SAC skills frameworks. All staff trained in and are embedding Making Thinking Visible across the curriculum strategies to promote higher order thinking skills and creativity skills. CLPL for staff on creativity across learning, AifL strategies including target setting and growth mindsets Further develop the approaches to creativity to include employability skills and contributing to the local/wider community. Identify possible business partners • Tamfest -Nov 2019 • Trade and Retail Fortnight May 2020	RH RH/HM/CT Teachers CT/HM/RH Class teachers	Term 1 to review Term 2 to develop Term 3 implement June 2020 August 19 – publish framework Focus on one aspect each term 4 term implementation June 2020 Term 1 June 2020 Term 2 Term 1 Easter 2020 Term 1 June 2020	Learning visits and jotter monitoring reflect policy statements and 100% of visits identify the quality of teaching and learning is identified as good or better Pupil survey indicates that almost all pupils enjoy learning and are making progress. All staff identify they are more confident in teaching creativity across the curriculum through feedback and discussion. Displays across the school reflect MTV approaches to promoting thinking across a range of subjects. Creativity skills are evident through discussion, feedback and observation of pupils undertaking tasks. There will be an increase in the number of business partnerships.
All pupils are fully involved in the learning and assessment processes responding to a a range of AifL strategies and through meaningful feedback Almost all pupils make appropriate progress through the CfE levels. All pupils experience a range of assessment opportunities including holistic assesssments both within and across subjects to demonstrate their understanding All pupils make appropriate progress through the curriculum appropriate to their age, stage and level of need as all staff are confident in assessing standards within a level. Almost all parents are clear about their child's progression through a level and attainment.	Assessment overview and reporting strategy developed and implemented Provide CLPL to examine how staff involve children more fully in their learning through 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 on planning for holistic assessments within the context of Social Studies making links with Literacy and Numeracy. Provide opportunities for staff to work together to develop and plan assessments. All staff participate in moderation events at school, cluster and authority level – cluster focus: Social Studies CLPL on new tracking system in SEEMIS – four stage approach. All staff to set targets for pupils and review throughout the year in Reading, Writing and Maths. SLT and identified staff trained and can use the BGE tracking tool as appropriate to identify strengths and development needs of the school. Parent information session and information about the new levels of progress and achievements Consult on chane to reporting arrangements an dparents evenings.	RH RH RH/KR AMF RH RH RH	Term 1 INSET Ooc 2019 Term 1 Dec 2019 Term 2/3 May 2020 On-going May 2019 Term 1 – Oct Term 2 – Feb Term 3 – May Term 1 Dec 2019 Term 1 Dec 2019	Assessment and moderation discussion between class teachers will lead to increased knowledge and confidence in both teaching and assessing reading, leading to increase in CfE attainment. School tracking sheets updated to new format. Staff input data onto SEEMIS using 4 stages of progress Qualtiy Assurance proceedures indicate pupils make appropriate progress Pace of pupil progress is tracked more rigorously. All staff are more confident in identifying progress of individuals. Almost all parents demonstrate they are confident to describe the progress their child is making through a level.

All pupils experience an enriched reading curriculum with challenging and more meaningful texts. Almost all pupils are motivated by and enjoy reading for pleasure To raise attainment in reading to 92% of pupils achieving appropriate levels in P1, P4 and P7.	Embed Active Reading. Provide opportunities for staff to share practise and develop ideas of using the North Lanark approach. Embed and review Accelerated Reader scheme for pupils in P4 – P7 (link to PEF) Pupil reading survey undertaken at start and end of year Embed 'Word Aware' and 3 Read Approach in Primary 1 and 2 ensuring new members of staff are trained appropriately.	KR RH/KR Support assistants KR KR	On-going Easter 2020 On-going March 2020 August 18 and May 19 Term 1,2 December 2019	Improved results in CEM and Teacher Judgements Increased/accelerated reading ages in STAR reader assessments Increase in pupils identifying they enjoy reading for pleasure. All pupils in P4 -P7 can access appropriate level of books independently.
Almost all pupils develop an approach to writing that is linked to listening and talking and reading that allows then to become creative and powerful writers. To raise attainment in writing to 86% of pupils achieving appropriate levels in P1, P4 and P7.	Embed'Talk for Writing' Approaches in Primary 1 – 7. • Staff CLPL provided • Audit resources and identify additional resources needed to deliver these approaches. • Extend to non-fiction	KR/SH	Term 2,3 *Oct INSET?* June 2020	Learning visits indenify that approaches are being used. Jotter monitoring identifies good progress being made in writing Assessments data indicates improvements in writing (CEM/TJ)
Pupils have an increased range of strategies to solve problems, are resilient mathematicians and have positive attitudes towards numeracy and mathematics. Planned learning meets learner's needs. Almost all pupils are able to use multiple representations to represent numbers and calculate. To raise attainment in Numeracy and Mathematics to 90% of pupils achieving appropriate levels in P1, P4 and P7.	PT for Maths to lead on the following aspect (link to PEF)s: • All Staff trained and confident in using concrete, pictorial, abstract approaches to the teaching of mathematics and promoting mathematical mindsets • Resources identified for teaching numeracy and purchased for each class to enrich the learning experience • Mathematical Mindset Training • CLPL for staff on CPA approaches with a focus on the four operations Focused interventions in place for targeted pupils (link to PEF) • Power of 1 / Plus 2 • Numicon intervention • 5 min box maths (P1/P2)	SM RH/KR Support assistants	Term 1 On-going unitl April 2020 As appropriate to needs of pupils	Jotters and Learning Visits identify approaches used Consistent and progressive approach to recording visuals in place (bar modelling) Almost all pupils can use a range of concrete materials independently and with confidence; represent these ideas visually and use this understanding to help reason and solve problems. Targeted pupils make accelerated progress identified through tracking meetings and targets set. Teacher judgements / CEM data
All pupils are confident to use and interrogate a range of digital technology. All pupils are confident they can stay safe online. All pupils experience a rich and progressive curriculum in Digital Literacy and Computing Science with a range of learning experiences planned and delivered by confident and skilled teachers	Further CLPL for staff on technology Es and Os, Computing Science and Digital Literacy (Barefoot Computing) Implement programme of work to support digital literacy and computer science and revised SAC skills framework Continue work towards achieving a Digital School Award • Audit of staff skills • Develop action plan identifying key areas for development Participation in Safer Internet Day events – locally and nationally	RH/GD GD GD RH/GD	Term 2,4 June 2020 Ongoing – December 2019 Term 2 June 2020 Term 2 Februarary 2020	All staff confident to implement planners Consistent and progression planners are used to develop computer science and digital literacy skills At least 96% of pupils identify they can stay safe online. Through discussions pupils can identity methods of staying safe on-line. This is reflected in the pupil survey results
All P1 pupils experience an enaging and relevant curriculum through a play-based approach to teaching and learning building on their prior experiences.	As part of the SAC pilot, establish a classroom environment that facilitates play-based learning. Audit and idenitfy additional resources required including for outdoor learning. CLPL for staff in play-based learning philosophy and research. Identiy baseline measure for pupils entering P1 Review Transition procedures between N and P1	KR KR Class teachers KR/Dev Officers KR/RH KR	Term 1 December 2019 On-going March 2020 On-going August 19 Dec 2019	SNSA and TJ demonstrate raised attainment in P1 All pupils identify that they enjoy learning Quality assurance proceedures indicate that approaches are having a positive impact on pupil attainment and engagement. Staff dialogue identifies clear knowledge of pupils and skills and contexts covered.

Target 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**			
What Outcomes Do We Want To Achieve?	**How Will We Achieve This?**	**Lead Person**	**Start and Finish Dates**	**How Will We Measure Impact On Children and Young People?**
All pupils experience a positive and consistent school ethos and understand what is important about Holmston and our expectations.	Involve all stakeholders in reviewing the vision of the school to ensure it is ambitious and focuses on improvements in outcomes for all	RH	Term 1 December 2019	All stakeholders can articulate the shared vision of the school.
All pupils experience a fair and consistent approach to behaviour management through clear and consistent procedures, policy and guidelines relating to promoting positive behaviour and nurturing approaches. All pupils experience more constructive/positive playtimes All pupils demonstrating distressed behaviour are supported by staff having an increased awareness of adverse childhood experiences (ACES), nurturing approaches and attachment theory	Involve all stakeholders in reviewing the school policy on building positive relationship and anti-bullying. To include: • nurturing principles • de-escalation strategies • language associated with bullying behaviour • improve the recording and reporting of bullying incidents in school • rewards and consequences • UNCRC • school values Implement a positive playtime/lunchtime approach • support staff CLPL on strategies • pupils trained in approach Staff CLPL on nurturing approaches, trauma and ACEs – liaise with Ed Psych. Service. Paul Dix materials	KR AD Ed Psych. KR Ed. Psych. KR/AD	Term 2 and 3 March 2020 Term 1 December 2019 Term 2 and 3 June 2020	Decrease in the number of incidents involving negative behaviours 96% of pupils agree or strongly agree that they feel safe and cared for in school and staff are good at dealing with bullying behaviour Decrease in the number of negative incidents at lunchtime All staff indicate they have an increased knowledge and understanding of ACEs, nurturing approaches and attachment and are confident in using strategies to support children based on nurture principles.
All pupils celebrate and value their achievements and progress through a variety of reporting methodologies and profiles All pupils are confident in identifying targets for their learning and tracking their learning journey All pupils become more skilled in setting personal targets and reflecting on own learning being able to identify next steps for themselves – link to self-regulation and metacognition (link to target1)	Implement system for pupil target setting and profiling as part of the reporting strategy CLPL for staff on implementing profiles, target setting and reporting. Pupil profiles built up that include pupil targets, links to DYW and skills for learning, life and work, wider achievements and holistic assessment evidence of learning. Pilot lessons in self-regulation and meta-cognition as part of the creativity framework (link to target 1)	SH/RH Class teachers RH	Term 1 and on-going 5 pieces of work by Christmas 10 pieces by May Well-being webs termly – June 2020 Term 2,3 April 2020	All pupils have a profile that they are proud of and this demonstrates their learning journey. Pupils discuss their education using the language of learning and are aware of the next steps they need to take. Staff and Parental Feedback Feedback from pupils and staff Quality assurance proceedures
All pupils with dyslexia are identified, included and supported across the curriculum by staff confident in using a range of DfS strategies.	Continue to implement the action plan for DFS Silver Award • Staff CLPL on meeting needs • Pupil/parent focus group established • Displays around school reflect inclusivity • Resources available in every classroom • Profile of dyslexic learners is raised through the work of the school	GM	Term 1,2, 4 June 2020	Learning visits and tracking meetings identify that all identified pupils are included in all aspects of school life. Almost all pupil and parent feedback indicate that pupils feel supported and make good progress. Achieve Silver Award

Most pupils are confident in articulating the rights within the UNCRC and are seeing themselves as campaigners	Continue to embed the work of the RRS committee and begin to take this to a wider audience through: • Identify new co-ordinator • Linking with learning for sustainability and global goals develop a framework for teaching and learning for each stage • Make explicit links to the SHARARRI indicators, assembly plan and monthly focus. • Identify campaign each stage or whole school can be involved in to facilitate change on either a local or global scale (could link to DYW project) • Investigate possibility of connecting classrooms project	RH/CT (*temp)*	Term 2 – June 2020	All pupils can articulate the Rights of the Child Almost all pupils demonstrate respect for the rights of others Almost all parents are aware of their responsibilities in regards to the Rights of the Child. Almost all pupils have the opportunity to be agents of change in the local/global community. All staff are confident in promoting the Rights of the Child through curriculum developments.
All pupils experience a broad, relevant and progressive curriculum in Health and Wellbeing with staff confident in delivering all aspects of the HWB curriculum Almost all targeted pupils are equipped with strategies to enable them to relax, focus and build resilience	Identify a mental health champion to cover during maternity. Implement revised SAC skills framework • Provide CLPL as approariate • Undertake audit of resources • Review mindfulness approaches Health and Wellbeing events orgainsed as part of the Week of Culture and Wellbeing (see target 3)	AD/RH AD AD	Term 1 Oct 2019 Term 1 Dec 2019 Term 2 Nov 2019	Professional dialogue with staff and pupils identifies that pupils are happy, safe and respected. This is reflected in the annual pupil survey with almost all pupils identifying they are respected and they have someone to turn to if they need help. Pupil survey Parent Survey
All pupils develop a growing understanding of inclusion, equity and equality and supporting others.	Continue the partnership with Southcraig School: • Sherborne Developmental Movement Therapy Sessions with P7 • Inclusive Games • Makaton group • Sports Day • Church Services • Choirs • Work experience	RH KM/JG (Southcraig)	Ongoing through session June 2020	Almost all pupils are confident in working with pupils from Southcraig and demonstrate an increased awareness of supporting individuals with a range of needs. Observation of pupils Feedback from staff and parents
All pupils have opporutnies to further enrich their confidence and skills in the expressive arts, listening and talking and HWB thorugh participation in a school show, further building and enriching the school community	P1 – P3 present Nativity perofrmances P4 – P7 School Show Staff to enage with pupils to identify appropriate show Enage with parents and stakeholders to develop costumes, scenary etc. Idenity enterprise opportunities linked to show. E.g. photos, souvenirs etc	Class teachers	December 2019 March 2020	Feedback from pupils and parents demonstrate value and impact of event on young people Discussions with, and observation of pupils during preparation and performances indicate almost all pupils have enjoyed and learned from the experience.

Target 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				
What Outcomes Do We Want To Achieve?	**How Will We Achieve This?**	**Lead Person**	**Start and Finish Dates**	**How Will We Measure Impact On Children and Young People?**
Almost all pupils enrich their understanding of being a global citizen and have an increased awareness of the diversity of the school population. Pupils have a deeper understanding of equality and diversity	Organise a Week of Global Culture and Wellbeing. To be a celebration of the school's diversity and strategies to support mental, emotional, social wellbeing. • Identify opportunities for parents to support classes • Identify opportunities for partners to support school (Yoga, relaxation techniques, mindfulness etc.) • Links to food technology/healthy living • Campaign to promote global wellbeing (unicef/fairtrade/plastic?) • Include wellbeing day • Showcase for parents at the end of the week.	Class teachers AD/CT/DS RRS committee RH	Term 1 Nov 2019	Feedback from almost all pupils identify they have a growing understanding of Scotland's place in the world and an appreciation of different cultures. Almost all pupils can identify strategies to support their own mental wellbeing.
Almost all pupils are increasingly aware of career pathways and options open to them especially within the local area through further developed partnerships with a range of stakeholders involved in collaborative planning.	Staff embed opportunities for career education to be taught across the curriculum – CLPL on the Career standard and My World of Work Explore further opportunities for local partners to be utilised across the curriculum to promote skills for learning, life and work. DYW – Use My World of Work website for pupils in P5 – P7 to identify skills and possible career options to inform pupil profile More parents and partners involved as employers and employees delivering workshops to pupils during Ayrshire fortnight Organise a fortnight based around the theme of 'Retail and Trades in Ayrshire'	Class teachers Class teachers Class teachers RH/? Co-ordinator	Term 4 June 2020 As appropriate Term 3 May 2020 Term 4 May 2020	Stage planning meetings identify opportunities for partnership links and developing skills for work Professional dialogue Pupil dialogue Increase in number of partners working with the school (DYW return) Pupil Profiles provide evidence of pupils considering skills for work. Pupil feedback and work
Almost all pupils confident that their parents can support then with homework and learning. All pupils experience opportunities for seeing real-life contexts for learniing through enagement of parents and other stakeholders in the life of the school.	Host parental workshops on a range of subjects including: • P1 Literacy and Numeracy – Oct 2019 • Growth Mindsets – March 2020 • Approaches to calculating – Dec 2019 • 4 stages of progress / levels – Oct 2019 Provide increasing opportunities for parents to work alongside pupils including: • Pupil-led workshops in the classroom e.g. number talks, active spelling • Global Showcase Provide increasing opportunities for parents to be involved in the life and work of the school including: • Leading workshops linked to STEM or DYW • Supporting in class • Input into SQ and SIP • Input into reviewing TL and Behaviour Policy	KR/P1 teachers /RH/SM RH Class teachers RH All staff	Term 1,2,3 Term 2 Term 1 June 2020 Term 2 /3/4 Ongoing Term 4 Term 1/2 June 2020	In the annual parent questionnaire: 80% of parents agree *'The school organises activities where my child and I can learn together'* 95% of parents agree 'The school gives me advice on how to support my child's learning at home' Feedback from almost all parents indicates they feel they are able to support their child at home after attending events.