



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 2020

Holmston Primary School

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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 and through thinking with 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 four 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, inclusive 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 and learning
- 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

Due to the school closure because of covid-19, the data has not been updated for this session as pupils have not completed the school year.

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 37% of our pupils living in deciles 1 and 2 and 19% of pupils in P4 – P7 on FSM. Although all pupils in P1-P3 are entitled to FSM, 20% of pupils have applied for this.

SIMD Profile

Decile 1	Decile 2	Decile 3	Decile 4	Decile 5	Decile 6	Decile 7	Decile 8	Decile 9	Decile 10
12%	25%	5%	10%	17%	2%	15%	2%	2%	0

Attendance

2013/14	2014/15	2015/16	2016/17	2017/18	2018/2019
95	95	95	95	95	94

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	Numeracy
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 203 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 11.8 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, and Kyle Academy to ensure a smooth P7/ S1 transition for pupils going to these schools. The school has a close working partnership with Southcraig School with young people from both schools working on a variety of projects.

The school is supported very well by the Parent Council or 'Parent and Carers' Voice' who work tirelessly to raise funds for the benefit of all Holmston pupils. We include parent and family helpers supporting trips, 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 the children'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 including approaches to returning to school after lockdown.

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

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

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

At Holmston Primary we have created a caring, welcoming and fully inclusive learning environment which is embedded in the work of the school. Our approaches to teaching and learning have been developing and work has started on reviewing the Teaching and Learning policy. This will continue into next session. Our framework for promoting creativity skills across the curriculum had been produced and staff have received additional CLPL on *Making Thinking Visible* (MTV) and creativity skills this will be ongoing through the next session. The creativity framework will be adopted fully next session and form part of the revised curriculum rationale. There is a broad, balanced and progressive curriculum underpinned by the SAC frameworks and all staff have high expectations for all learners. Staff focus on providing a positive learning environment where children enjoy learning.

Pupils from across the school participated in the *Tamfest* event back in November; singing at various venues and participating in the parade. We were looking forward to our Ayrshire themed fortnight but unfortunately due to school closures this was cancelled.

After consultation with the parents, staff and pupils we developed a revised reporting format for the session. Parents are now informed of their child's progress through the core subjects of Curriculum for Excellence three times a year. There are two parents evenings to support this. Pupil profiles have also been developed showcasing pupil achievement.

These reports use the new South Ayrshire four levels of achievement, staff have undertaken training to ensure they are confident in using these levels and there have been a range of opportunities for staff to work across the school on moderating the learning in the core subjects. Staff have become increasingly confident in using these levels and this information informs the dialogue during tracking meetings. Quality Assurance procedures identify almost all pupils are making good progress. Regular tracking meetings between Senior Leadership Team and staff ensure attainment is even more robustly tracked leading to improvements.

Parents have been informed about the new levels in a range of ways including newsletters and workshops. This will continue into next session. Feedback indicated most parents are becoming aware of new reports. We will evaluate this after the final report goes out – this may be in a slightly different format due to staff working from home.

Developing a play-based approach to learning in P1 has been highly successful. With the support of the local authority, we have established an effective learning environment and all pupils experience rich learning opportunities, allowing for continual development of core skills. The use of natural resources promotes a calming and safe ethos in which the pupils explore. Emphasis is given to open-ended tasks and materials and not 'capping' learning in any way. This provides opportunities to extend children's learning and thinking, with the teacher scaffolding learning to meet individual needs. Changing to this approach has ensured a smooth transition from Nursery into P1. Children feel secure and nurtured in their learning environment and parents have expressed this in feedback. There is a real depth of learning and many children have achieved Early Level before the school closed.

A large part of our Pupil Equity Fund (PEF) has been used to develop staff skills in mathematical pedagogies. This work on mathematical reasoning is underpinned by developing a growth mindset within the class with an emphasis on deeper understanding. By up-skilling staff to think with, and promote mathematical mindsets, all students would be offered more high-level content during maths lessons. Dweck (2006) has identified that the mindset beliefs held by teachers open or close pathways for students. Boaler (2016) identifies that, '*fixed mindset thinking and teaching is a large part of the reason inequalities continue in mathematics*'. Staff have become increasingly confident in using concrete, pictorial and abstract approaches alongside promoting thinking with a mathematical mindset. There is evidence from classroom visits and through professional dialogue that pupils are using an increasing range of strategies that show they are developing deeper understanding and mathematical reasoning strategies. Almost all pupils can now use a range of concrete materials and visual approaches to solve problems. All staff promote mathematical mindsets within their classes and pupils can discuss what this means in practise. Over 40 parents turned up to the maths workshops and requested more detailed workshops in the future. We will continue with this. Parental maths workshops moved online during lockdown and have been well received as evidenced by the number of participants.

All staff received training on *Talk 4 Writing* and have focused on embedding this within their classes. This has led to an increased enjoyment in writing. Following the framework has given children a template and model to use to build their confidence before innovating and supporting their independent writing. The process is non-threatening and holistic, the verbal aspect of the programme is invaluable and has opened doors for children who previously were put off writing because they had to actually write their own ideas down. Learning the text and story mapping are popular with pupils and give children time to process the language used in the story, the story structure and the punctuation used. This hooks the children in and increases their confidence to write their own piece of writing following the same format. Teacher judgements have started to show an improvement in attainment in writing.

Next Steps

- Reviewing and developing a teaching and learning policy to promote enriching, creative pedagogical approaches to teaching and learning developing skills for learning, life and work
- Develop a programme and approach to enable pupils to use self-regulation and meta-cognition
- Extend play-based learning in P1 and into P2
- Meeting learner's needs, improving pedagogy in Maths – link to PEF
- Meeting learner's needs, improving pedagogy in Literacy
- Further developing approaches to Assessment, Moderation, Tracking and Reporting

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
- Performance information

Links to HGIOS 4

- 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

There are very positive relationships across the school community. Each child and young person is treated as an individual. Teaching and support staff know the children very 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.

We have used PEF to increase the number of support assistants available to run interventions for targeted pupils. 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 workshops as and when required to support pupils' emotional wellbeing in school.

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. We will be developing this to review our vision statement with stakeholders in the next session to ensure clarity and promote consistency.

We have started to develop our '*Developing Positive Relationships*' Policy with staff working collaboratively to develop scripts and routines to promote positive relationships. All staff have had further CLPL in nurturing approaches and we will build on this and implement next session. We will also consider approaches to positive playtime as part of this work. Teaching staff have completed CLPL on restorative approaches and some have attended additional CLPL to further enhance their skillset in this area.

Alongside the new reports, pupil profiles have been developed this session. Unfortunately parents are still to see these due to school closure. Pupils are very proud of their profiles and enjoy sharing the work in them. Next session we will pilot online profiles in P1 and P2.

We are continuing to work towards our Dyslexia and Inclusive Practise Award. There are various resources available in classrooms and displays more reflect inclusivity. This will continue next session.

Next Steps

- Promoting wellbeing – this will be part of our recovery plan for returning to school
- Reviewing the vision statement
- Develop and implement Building Positive Relationship and Anti-Bullying Policy and launch positive playtimes
- Developing Pupil Profile Systems
- Dyslexia and Inclusive Practise Award

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

All pupils participated in a Global Showcase week which highlighted the diversity of the Holmston family. Parents led sessions on their cultures and home countries alongside celebrating Scottish Culture. This also provided links with parents and built the confidence of some parents to come in at different times to support the curriculum for example with Dwavali activities. We will continue to build on this next session.

Due to the school closure transisiton arrangements for the new P1 were set up online with a virtual tour of the school, information videos, stories and activities.

School events including the, Nativity, Church Services, Global Showcase and coffee mornings 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 Mathmematics, Accelerated Reader and Play-based approach to learning. An Internet Safety workshop was planned but cancelled due to school closure.

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.

The school contributed to the local community through participation in the Tamfest; singing and signing songs at various venues and taking part in the parade. Our choir also sang at nursing homes during the Christmas period.

Work on DYW has started but the focus on this was for term 4. We will continue with this work next session.

Next Steps

- Global/Scottish Showcase – culture, diversity and global wellbeing.
- Develop understanding of Developing the Young Workforce and enrich this work through an Ayrshire themed fortnight or STEM week
- Involve parents through workshops on a variety of curricular areas and policy development
- Host pupil led workshops in the classroom



Summary of Response during the Covid 19 School Closure

Universal Contact with Families

- Staff maintained regular contact with pupils through GLOW and Microsoft Teams.
- Tasks were uploaded on TEAMS and the School Website.
- The website provided regular information and activities for families. This included Star Wars Day competitions, a virtual Sports Day, The Big Read Competition, virtual Edinburgh zoo trip and Cook-Off challenge
- Twitter and the school website have also been used to promote the ethos during this period – Health and Wellbeing first at all times!!

Contacting families

- Targeted families contacted initially to offer support and discuss a care package of email, phone calls, food packages or social distanced check ins.
- All pupils eligible for Free School Meals contacted via email and with a follow up phone call if they had not responded to the email.
- Primary 7 pupils' parents called to discuss any transition concerns.
- Any pupils with Additional Support Needs were initially contacted by a member of the Leadership Team and then on a regular basis.
- Staff maintain regular communication with families – either weekly, fortnightly or in response to queries.
- Certificates provided for pupils to motivate, encourage and maintain contact.
- Virtual House points used to motivate pupils
- Accelerated Reader competition to encourage reading
- Videos of staff loaded on Teams and website to support transition into P1
- Sections of the website developed for new P1 pupils for transition, useful links and home learning
- Communication tracked through shared document on Teams
- System for emailing parents set up
- Working in partnership with Education Psychology Service to refer families to the 'Coping with Coronavirus Support line' to access further support
- P7 virtual leavers' assembly
- Transition visits to school by new P1s
- P7 class time to end the year and collect commemorative t-shirts

Equity of Access to Learning

- Learning and teaching moved to digital platforms. Almost all pupils and their families were able to access and use.
- Pupils of key workers had access to hubs at Monkton Primary School, Cherry Trees and Forehill

Other Support

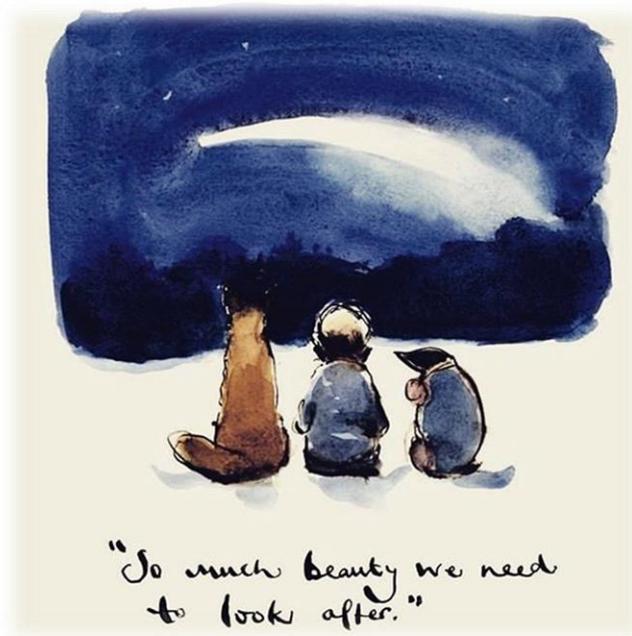
- Prior to lockdown, pupils provided with a jotter with key passwords.
- Identified families were provided with additional food packages
- An increasing number of families benefitted from a regular delivery of food packs from our local authority
- ICT support provided to staff, parents and pupils to support accessing TEAMS and other platforms.

- Engagement was monitored through Teams and on the Accelerated Reader report analysis, Reading Wise, and Sumdog activity reports.
- Holmston staff ran the Forehill Hub on a fortnightly basis on a Tuesday
- Regular contact with Cluster and within school team on transitions, into Primary 1 and into S1.
- Online maths workshops for parents delivered
- Staff joined in with parent zoom meetings

Staff Communication Structures

Maintaining clear communication lines has been vital to ensure that information is shared and we are able to provide appropriate support.

- Regular staff updates via email
- Phone calls and conference calls
- Suggested professional reading, self-evaluation, strategic development documents and virtual training materials provided for staff to access.



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*' programmes. One member of staff has completed SAC 'Leadership Development Level 1'. One member of teaching staff is now a *Making Thinking Visible* ambassador for SAC. One member of staff is a trainer for Seasons for Growth in the Authority

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. Staff lead on *Talk4Writing*, *Digital Literacy*, *Creativity*, *DfS*, *Fairtrade* and *Rights Respecting Schools*. Our P1 teachers are also actively involved in leading play-based learning approaches and have led authority workshops. Members of the SLT also lead the Authority Numeracy Strategy Group and are part of the Authority Literacy Strategy Group. We also 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.

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. This will be reviewed next session to reflect the development of creativity across the curriculum.

Priorities are identified through thorough examination of all available data. This includes CEM data, SNSA data, SIMD information, BGE toolkit, 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 HGIOS4 supports the development of the SIP.

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. 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 school and Authority moderation activities.

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. This has been linked with the new levels of assessment introduced this session. Our support staff use their skills and talents to enhance the education and environment of our pupils and lead the *Accelerated Reader* programme as well as interventions. The school is making very good progress in this area.

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 and communal areas of the school 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 the Global Showcase, Visits to various museums including Vikingar and Stirling Castle to enrich and deepen the learning experiences.

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 by 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, responsible citizens 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 embedded *Accelerated Reader* for pupils in P4 to P7 with a view to rolling this out to infant classes in the future. This has enhanced the 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 and developing mathematical reasoning using a concrete, pictorial, abstract (CPA) approach. 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 are using 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.

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.

Pupils have improved their digital literacy skills and have a greater awareness of how to keep themselves safe online. We are working towards achieving the Digital Schools Award next session.

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 is 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. We have formed strong links with Southcraig School and pupils from both schools have benefitted from participation in the Serbourne Movement Project, school visits, P5 Makaton Group, work experience and the sharing of end of term celebrations in October and December. Most classes in the school had the opportunity to visit the Southcraig campus to participate in interactive games and to develop total communication techniques. We have welcomed work-experience young people from Southcraig to the school.

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 the newly developed pupil profiles. We will also pilot an online line profile in P1 and P2. The school is making good progress in this area.

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 Seasons 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 are incorporated into their Child's Plan and pastoral notes are kept online and can be shared as appropriate.

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 care-experienced 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, Homelink Service CAMHS, Speech and Language Therapy, Young Carers Service 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.

The school has had further building work to ensure accessibility for all pupils with ramps added at the entry points and a larger disabled toilet and shower room that allows for wheelchair access.

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 and shows. 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 Daphne through Plan International. The school also achieved the Rights Respecting School's Gold award. Our P3 class were finalists in the Show Racism the Red Card Competition – however due to the pandemic the award ceremony at Hampden Park had to be cancelled.

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.

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. Pupils usually experience a two-day transition visit. However due to school closures online transition events are planned. 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 school is making good progress in this area.

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 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 engage with the BGE Toolkit and working in families of schools across the SWEIC. The school are using SEEMIS for recording progress and for reports to parents. Tracking reports were issued in November and March with a final narrative report written in June following the revised authority procedures. Due to school closure, the reporting format for this year will be different.

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, care-experienced and FME data is used to identify those pupils who may require specific interventions to close the attainment gap and challenge all learners. Where appropriate additional resources to close the attainment gap are purchased through our PEF. This is detailed in the School's PEF bid.

The school improvement plan clearly identifies the focus on literacy and numeracy. Staff have worked alongside Cluster and Authority colleagues on the moderation of social studies experiences in the Early Level. 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 remaining constant although a small number of families have a large impact on the overall figures.

Through training, all staff are now more 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. 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 rehearse for a production of 'The Lion King Jnr'. However, the school closed a week before the performances.

P7 pupils also applied 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, Sumdog competitions and Art competitions. Pupils also participate in a range of local sporting events. The school is making good progress in this area.



What are the key priorities for improvement in 2020/2021?

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

- Reviewing and developing a teaching and learning policy to promote enriching, creative pedagogical approaches to teaching and learning developing skills for learning, life and work
- Develop a programme and approach to enable pupils to use self-regulation and meta-cognition
- Extend play-based learning in P1 and into P2
- Meeting learner's needs, improving pedagogy in Maths – link to PEF
- Meeting learner's needs, improving pedagogy in Literacy
- Further developing approaches to Assessment, Moderation, Tracking and Reporting

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.

- Promoting wellbeing – this will be part of our recovery plan for returning to school
- Reviewing the vision statement
- Develop and implement Building Positive Relationship and Anti-Bullying Policy and launch positive playtimes
- Developing Pupil Profile Systems
- Dylexia and Inclusive Practise Award

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

- Global/Scottish Showcase – culture, diversity and global wellbeing.
- Develop understanding of Developing the Young Workforce and enrich this work through an Ayrshire themed fortnight/STEM event or School Show
- Involve parents through workshops on a variety of curricular areas and policy development
- Host pupil led workshops in the classroom if possible

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. For next session we will have a Principal Teacher post due to our SIMD profile to further enrich the senior leadership team.

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.

