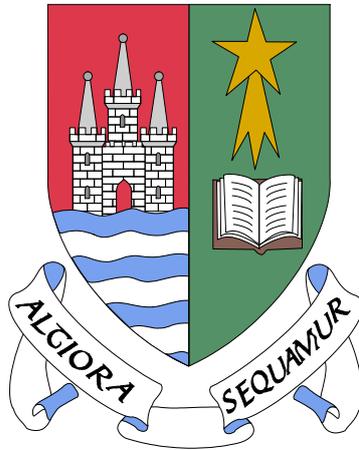




Holmston Primary School



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 2021

Holmston Primary School

Standards and Quality Report

June 2020

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 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 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 29.9% of pupils in P4 – P7 are on FSM. Although all pupils in P1-P3 are entitled to FSM, 21% of pupils have applied for this. This gives a total of 25.8% on FSM across the school.

SIMD Percentage Profile

Decile 1	Decile 2	Decile 3	Decile 4	Decile 5	Decile 6	Decile 7	Decile 8	Decile 9	Decile 10
7	32	3	2	37	1	16	2	1	0

Attendance %

2015/16	2016/17	2017/18	2018/2019	2019/2020
95	95	95	94	90.8

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

In P1, almost all pupils assessed in reading achieved levels which were either in line or higher than expected for their age. Most pupils assessed in 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 P4, 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 P7, 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.

Holmston Primary has 196 children on the school roll. Most children who enter Primary 1 have previously attended local authority or private pre-5 establishments. The school enrolls 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. 29.4% of pupils are entitled to free school meals.

This session, we have full time staffing of 12.9 FTE consisting of a Head Teacher, Depute Head Teacher, Principal 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. Previously 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 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. 83% of parents and carers report that they are informed about the work of the parent voice.

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, Fairtrade Ambassadors, Makaton Ambassadors, Monitors, Playground Buddies, House Captains, School Captains, 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.

The PEF Fund was used to provide targeted intervention and support for identified pupils including opportunities for Nurture and additional Maths and literacy support. A PT for Maths was employed for 1 day per week to improve approaches to Teaching and Learning, to deliver lessons during lockdown and to run online parent workshops.

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	Links to HGIOS 4 1.1 Self-evaluation for self-improvement 1.2 Leadership of Learning 1.3 Leadership of change

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

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

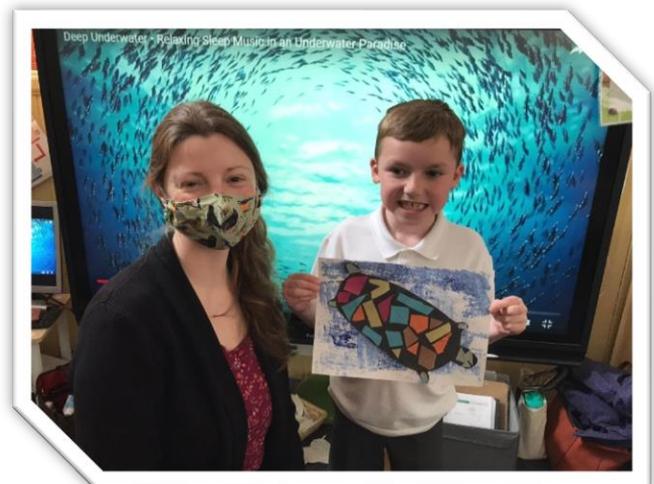
At Holmston Primary we have created a caring, welcoming and fully inclusive learning environment which is embedded in the work of the school. Our approaches to teaching and learning have been developing and we continue to review the Teaching and Learning policy. This will continue into next session. Our framework for promoting creativity skills across the curriculum had been produced and staff have received additional CLPL on Making Thinking Visible (MTV). 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. Our Building Positive Relationships Policy will be finalised next session in consultation with pupils and parents. Play based learning is embedded in the practise of P1 teachers and has been taken into P2 this session. This will be extended to include elements of play-based pedagogy in Primary 3 next session.

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.

The new reports use the new 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. 80% of parents and carers say they receive helpful information about how their child is doing in school and that this information reaches them at the right time.

Parents have been informed about the new levels in a range of ways including newsletters and workshops. Feedback indicated most parents are becoming aware of new reports.

During the COVID-19 pandemic, parental reports have been in the form of a letter addressed to the pupil from their class teacher detailing their progress throughout the session. These have been positively received by both parents and pupils. Parent Surveys have been conducted through Microsoft Forms and have been positively received by parents and carers.



The school is committed to providing a play-based approach to learning in P1. This is supported by the COVID recovery Early Years Practitioner. Teacher judgements, formative and summative assessments have shown that this has been highly successful and is now embedded in the practise of the teacher in P1. The play based approach has also been carried forward into Primary 2. Teachers 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.

As a school, we have invested greatly in outdoor learning resources. With both a play barn and all-weather cabin, the Primary 1 children have been able to access the outside learning space almost every day. The level of engagement and intrinsic motivation to learn has been very high. Discovery, exploration and the provision for self-directed learning outside mirrors and supports the play-based approach inside the classroom. In Term 1, Primary 1 and 2

pupils had the opportunity to visit Little Acorns Forest School and this partnership will continue next session as part of COVID Recovery.

Responses to the Outdoor Learning Survey for parents (and children) were overwhelmingly positive:

"All outside learning is hugely supported by us. A balance of outdoor learning and classroom learning is important and Holmston Primary seem to be doing a fantastic job at combining the two!"

78% of children surveyed said they enjoyed learning outdoors. All parents (100%) believed this was good for their children's mental and physical wellbeing. Outdoor Learning is definitely viewed as an important part of learning at Holmston Primary School, according to 78% of parents. The remaining 22% feel this is of equal importance to other lessons.

Emphasis is given to open-ended tasks and materials - 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 and P2. Children feel secure and nurtured in their learning environment and parents have expressed this in feedback.

"Teachers give a lot of detailed and encouraging feedback."

There is a real depth of learning and most pupils attained Early Level by the end of P1, despite the interruptions there have been to their learning through lockdown and remote learning. Early Level staff have continued to develop a child-centred approach to continuous and enhanced provision, ensuring provocations for play reflect the children's interests. CLPL with Alistair Bryce Clegg impacted positively on practice and informed the school's play-based learning policy.

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 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. Parental maths workshops have been continued and have been well attended during the school closure through effective use of online meeting tools.

All staff continue to engage in training on Talk for Writing and have focused on embedding this within their classes. The school is part of the SAC Talk for Writing Pilot. 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 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. Many class teachers used the online resources from Talk for Writing when teaching online to maintain the momentum previously built up from face to face lessons. They engaged in face to face online sessions to discuss the texts being taught and continue the learning process with learners. Staff have now been training in the Talk for Writing approach to teaching non fiction writing. 92% of parents and carers feel that their child receives the help they need to do well.



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 2 into P3
- Meeting learners' needs, improving pedagogy in Literacy – link to PEF
- 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

<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. 93% of parents and carers feel that their child 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. 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 within the class bubbles 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. She also shares her expertise with others across the authority and runs Seasons for Growth Training for other practitioners. 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. Links with Southcraig are still very much alive and Primary 5 have continued to work with Southcraig during lockdown and a Makaton group has been set up by the Primary 5 Probationer Teacher. Hopes are that the work carried out here can be cascaded to other classes and shared with Southcraig pupils when restrictions ease. The school has plans to include two pupils from Southcraig campus in PE lessons at Holmston Primary next session.

We have continued 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 are ACES aware. We will continue to build on this and implement next session. We will also consider approaches to positive playtimes as part of this work. All teaching staff and teaching support staff have completed CLPL on restorative approaches and some have attended additional CLPL to further enhance their skillset in this area. 94% of parents and carers feel that staff treat their child fairly and with respect.

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. Primary 1 and 2 have introduced online pupil profiles on Evidence Me. These have been received well by parents and almost all parents used the Parent Postcards to upload records of their child's work during the most recent lockdown. This has been an effective tool for tracking progress against Early and First Level experiences and outcomes.

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.

Some staff members have completed training on Read&Write11 and are implementing its use in class for children identified as dyslexic and for pupils where English is a second language.



Next Steps

- Promoting wellbeing – this will continue to be part of our recovery plan after COVID restrictions have eased
- Reviewing the vision statement
- Further 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. Activities were carried out in individual classrooms this session due to COVID restrictions.

Due to the school closure, transition arrangements for the new P1 continue to be set up online with a virtual tour of the school, information videos, stories and activities. Team Around the Child meetings have been conducted virtually to share information prior to transition. Some virtual transition meetings and telephone meetings are planned between pupils attending Nursery and the Primary 1 Class Teacher. An activity pack will be provided for pupils to complete over the summer holidays in preparation for starting school in August. Primary 1 and 2 teachers contributed to an authority-wide ThinkLink on play-based learning for transitioning children.

Parents evenings have been conducted online this session through telephone calls. Most parents engaged in these and the response was positive.

The Primary 1 nativity performance and P2 Christmas dance were both shared via video with parents and both were very well received.

Pupils were given further opportunities to share their learning with parents through Microsoft Teams meetings and competitions during lockdown. Curricular workshops were also offered on Mathematics through Zoom and were well attended by parents.

Almost all children in Primary 7 and most children in Primary 6 have completed Bikeability Level 2 this session.-Almost all pupils in Primary 5 have completed Bikeability level 1 this session.

Work on DYW has started and will continue 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.
- Involve parents through workshops on a variety of curricular areas and policy development
- Host pupil-led workshops in the classroom
- Encourage parent/carer participation in the running of afterschool clubs



Summary of Response during the Covid 19 School Closure

Universal Contact with Families

- Staff maintain regular contact with pupils through GLOW and Microsoft Teams.
- Tasks are uploaded on TEAMS and Evidence Me and the School Website.
- The website provides regular information and activities for families. This has included World Book Day competition and Accelerated Reader competitions.
- Twitter and the school website have also been used to promote the ethos during this period – Health and Wellbeing first at all times!!
- ICT equipment supplied to targeted families to ensure inclusion

Contacting families

- Targeted families contacted initially to offer support and discuss a care package of email, phone calls, or socially-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.
- 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
- Face-to-face virtual learning sessions completed by class teacher
- Virtual parental drop-in sessions organised to enable parents to discuss learning with teachers

Equity of Access to Learning

- Learning and teaching has moved to digital platforms. Almost all pupils and their families are able to access and use.
- Pupils of Key Workers accessed the Hub at Holmston Primary during January and February.
- Paper packs of work sent home for targeted pupils

Other Support

- Prior to lockdown, pupils provided with a jotter with key passwords.
- Identified families were provided with digital technologies (iPad/Laptop) to access online learning
- ICT support provided to staff, parents and pupils to support accessing TEAMS and other platforms.
- Engagement is monitored through Teams and on the Accelerated Reader report analysis, Reading Wise, and Sumdog activity reports.
- Holmston support staff and EYP's ran Childcare Hub for Key Workers in January and February
- Regular contact with Cluster and within school team on transitions into Primary 1 and into S1.
- 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.



*"So much beauty we need
to look after."*

Evaluation Summary

1.3 Leadership of change



We promote and encourage leadership at all levels. 93% of parents and carers agree that the school helps their child feel confident. 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. One member of staff has completed '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, two members of staff are trained in Nurture.

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 Talk for Writing, Digital Literacy, Creativity, DfS, Fairtrade and Rights Respecting Schools. Our P1 and P2 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. 92% of parents feel that the school helps their child develop skills to keep themselves safe online.

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 GL Assessment data, SNSA data, SIMD information, BGE toolkit, teacher judgements and the reflections from the 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.

Staff have 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 last 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 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. 91% of parents are satisfied with the quality of teaching in school.

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.

At Holmston Primary, we value play as a context for developing children's capabilities and potential. We will continue to drive forward play-based pedagogy in Primaries 1 and 2 and 3 next academic session; our approach and shared vision for child-led, purposeful play has been highly commended. Our children demonstrate real depth of understanding and high levels of engagement; this has impacted most significantly on their progress and attainment. 44% of the current Primary 1 cohort reached Early Level in both Reading and Writing in February and are now making some progress within First Level; this is four months earlier than expected. 93% reached Early Level in Numeracy, 83% in Reading and 73% in Writing in June 2021, despite an extended period of lockdown. SNSA results show that attainment is above the national average in Primary 1.

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, a socially-distanced, silent, outdoor performance from the Gaiety Theatre and the Primary 1 Nativity performance captured on video and streamed to classes in the school alongside the Primary 2 Christmas dance video.

Learning walks took place to the River Ayr and Ayr Beach. Staff have made very good use of the outdoor space in the playground and have been taking the learning outdoors across the curriculum. 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. During lockdown 93% of respondents to our parent survey were happy with the level of challenge their child had received and said that their child's tasks were just right.

"I am able to read through together and understand what he is expected to do."

The school takes pride in promoting creativity and sharing learning in all curriculum areas. 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 encouraged 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 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 continue to work towards achieving the Digital Schools Award.

During the period of lockdown from Christmas until February 2021 pupils were taught remotely. Staff and pupils engaged in a variety of teaching approaches including face-to-face video calls for groups and individuals and online tasks. Staff also set aside time for virtual calls to parents and regularly checked-in with pupils and parents throughout this period. An online survey showed that 83% of respondents were happy with

the quality of tasks set online for pupils. 97% of those surveyed were happy with the feedback pupils received from teachers.

"Teachers give a lot of detailed and encouraging feedback."

100% respondents were happy with the level of communication about home learning received from the school about home learning.

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. Pupils engaged in online competitions such as World Book Day quizzes and design challenges, Accelerated Reader competitions and Show Racism the Red Card entries completed in school in April 2021.

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. Mr Gemmel, the school chaplain, provided some video input into the virtual Christmas assembly. The school has made strong links with Southcraig School and pupils from both schools have benefitted from this. Links with Southcraig have been maintained through out the year by our Primary 5 teacher who runs a lunchtime Makaton club for her class.



Staff are confident in their use of the assessment approaches they use to make judgements on pupil progress. Almost all staff ensure that feedback is focused on the skills and learning that has taken place. 92% of parents and carers agree that their child is making good progress. 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. Online profiles in P1 and P2 have been launched using Evidence Me and have been very well-received by parents and carers. "Feedback on Evidence Me is easy to find and helpful."

The school is making very good progress in this area.



3.1 Ensuring wellbeing, equity and inclusion



When pupils returned to school in August a rigorous risk assessment had been completed and a range of mitigations were put in place to protect against transmission of COVID-19. Cleaning and personal hygiene routines are embedded into the daily practise of staff and pupils and regular handwashing and hand sanitising routines have been established and maintained throughout the session.

Timtables were adjusted to take account of class bubbles and start, finish, break and lunchtimes staggered to ensure bubbles were kept separate. Throughout the session the school has kept parents up-to-date with any

changes to restrictions through regular newsletters and emails.

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.

Staff and pupils have a very good understanding of the UNCRC. GIRFEC paperwork is 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 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, 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 pupils' views are taken into account.

During the period of lockdown the Senior Leadership Team contacted the families of vulnerable children to ensure that they were supported. ICT equipment was applied for and sent out to those families who needed it. All teaching staff made pastoral calls to pupils in their classes and supported pupils with group and 1:1 virtual meetings and telephone calls.

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.

Prior to COVID restrictions, all pupils participated 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. These will resume as soon as restrictions are allow.

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. Staff have made very good use of the outdoor area to take the learning outdoors and encourage an active lifestyle. Pupils participate in the 'Fun and Fit Fifteen'. A Trim Trail has been installed in the Ashgrove Street playground and classes are timetabled to ensure that all pupils have access to this. Several pupils participated in the Big Pedal and classes engaged in the Let's SHIFT! Project in the last term.

The school participated in Walk to School Week and pupils in primaries 6 and 7 have completed Bikeability training, Level 2 and in Primary 5, Level 1.

An alternative Potted Sports day was planned and pupils enjoyed competing against their peers in a variety of socially distanced sporting activities.

The RME and HWB programmes promote religious tolerance, appreciating differences and respect for ourselves and others. The school has 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. 95% of parents and carers say that their child likes being at school.



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. Pupils are encouraged to take on roles of responsibility such as JRSOs, House and Vice Captains, School Captains and Pupil Council.

The school is involved in the Neighbourly Project with Marks and Spencer and parents and pupils enjoy the grocery goods donated to the school on a Wednesday and Friday morning. Holmston Primary has also been involved in the recycling project to raise awareness of the plight of the Scottish Wildcat in partnership with the cluster primaries and Belmont Academy.

There is an excellent and effective transition programme in place with Belmont, Kyle, Queen Margaret and Ayr secondary schools. This included a number of virtual transition meetings through Microsoft Teams. Pupils usually 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.

Transition meetings between feeder nurseries and Holmston Primary were conducted in a timely fashion and a transition programme with a mixture of online and face-to-face transition has been completed to support our new starts and their families. 94% of parents and carers say that they would recommend the school to other parents. 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 uses 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 increasingly 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. In-house CLPL and attendance at online training sessions and 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 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 have benefited from exciting and challenging opportunities to achieve success through a wide range of activities. These include a wide variety of Active Sports coaches and Bikeability sessions led by SAC mentors. 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. Opportunities are provided for pupils to achieve in a range of contexts including certified courses for the Award of Ambition and the John Muir Award. P7 pupils also applied their learning and skills on an outdoor visit that took place over four days. Pupils are given opportunities to participate in a range of competitions at local and national level including the Young Engineer competitions, Burns Competition, The Energy Enforcement Agency Calendar competition, Glasgow University Primary Maths Competition and Sumdog competitions. The school is making good progress in this area and 96% of parents and carers state that they are satisfied with the school.



What are the key priorities for improvement in 2021/2022?

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

- Developing policies and enriching, creative pedagogical approaches to teaching and learning, developing skills for learning, life and work
- Embedding the experiences and skills to develop the young workforce
- Develop a programme and approach to enable pupils to use self-regulation and meta-cognition
- Extend play-based learning in P1 and P2 into P3
- Establishing new learning environments
- Develop the Belmont Cluster Transition project in Maths to improve transition
- Meeting learners' needs, improving pedagogy in Literacy – link to PEF
- Further developing approaches to Assessment, Moderation, Tracking and Reporting
- Work towards achieving Digital Skills Award

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 as restrictions ease
- Reviewing the vision statement
- Develop and implement Building Positive Relationship and Anti-Bullying Policy and launch positive playtimes
- Further developing Pupil Profile systems
- Dyslexia and Inclusive Practise Award
- Utilise a range of interventions and support from the Covid recovery teacher to support recovery and reconnection.

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.
- Involve parents through workshops on a variety of curricular areas and policy development
- Host pupil-led workshops in the classroom

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 Professional 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 pupils' 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.

