



Holmston Primary School

School Improvement Plan

2021 - 2022

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.

WORKING WITH PARTNERS
AND COMMUNITIES TO
MAKE LIFE BETTER

south
AYRSHIRE
COUNCIL

South Ayrshire Council Plan

1. Effective Leadership that promotes fairness
2. Reduce poverty and disadvantage
3. Health and care systems that meet people's needs
4. Make the most of the localeconomy
5. Increase the profile and reputation of South Ayrshire and the council
6. Enhanced environment through social, cultural and economic activities

Children's Services Plan

1. Ensure South Ayrshire's children get the best start in life, it is the best place to grow up, and all children and young people are successful learners, confident individuals, responsible citizens and effective contributors.
2. Reduce the gap in outcomes between the most deprived and least deprived children and young people in South Ayrshire.
3. Ensure children and young people who are looked after or are care leavers are cared for and supported to improve their life experiences and life chances.
4. Ensure children and young people are supported to achieve and maintain good emotional and physical health and wellbeing.
5. Ensure children and young people have a voice in influencing service delivery that affects their lives.

Educational Services Plan and National Improvement Framework Priorities

1. Improvement in attainment, particularly in literacy and numeracy
2. Closing the attainment gap between the most and least disadvantaged children
3. Improvement in children and young people's health and wellbeing
4. Improvement in employability skills and sustained positive school leaver destinations for all young peopleThe proportion of young people and adults with relevant qualifications is increased.

National Improvement Framework-Drivers

1. School Leadership
2. Teacher professionalism
3. Parental engagement
4. Assessment of children's progress
5. School Improvement
6. Performance Information



Our Values

Respect
Responsibility
Fairness
Honesty
Courage



Our Vision

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

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

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

Article 28

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

Article 29

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

Summary of School Improvement Plan 2021 - 2022

ASPECT OF HGIOS4?		TARGETS FOR 2019/20	NIF <i>PRIORITIES</i> AND DRIVERS
1.1 Self-evaluation for self-improvement 1.2 Leadership of Learning 1.3 Leadership of Change 1.5 Management of Resources to Promote Equality 2.2 Curriculum 2.3 Learning, Teaching and Assessment 2.6 Transitions 3.2 Raising Attainment and Achievement 3.3 Creativity and Employability	1	To continue to close the attainment gap, raise attainment and maintain consistently high standards in the quality of all learners' experiences across the curriculum	<ul style="list-style-type: none"> • <i>Improvement in attainment for all, particularly in literacy and numeracy</i> • <i>Closing the attainment gap between the most and least disadvantaged children</i> • <i>Improvement in employability skills and sustained positive school leaver destinations for all young people</i> <ul style="list-style-type: none"> ○ School improvement ○ School leadership ○ Teacher professionalism ○ Assessment of children's progress ○ Performance information
1.3 Leadership of Change 1.5 Management of Resources to Promote Equality 2.1 Safeguarding and Child Protection 2.2 Curriculum 2.3 Learning, Teaching and Assessment 2.4 Personalised Support 2.6 Transitions 3.1 Ensuring Wellbeing, Equality and Inclusion 3.2 Raising Attainment and Achievement 3.3 Creativity and Employability	2	To challenge all learners to meet their full potential, are inclusive and aware of their own health and wellbeing by embedding the 'GIRFEC' principles and through the life and ethos of the school	<ul style="list-style-type: none"> • <i>Improvement in children's and young people's health and wellbeing</i> • <i>Improvement in attainment for all, particularly in literacy and numeracy</i> • <i>Closing the attainment gap between the most and least disadvantaged children</i> <ul style="list-style-type: none"> ○ School improvement ○ School leadership ○ Teacher professionalism ○ Assessment of children's progress ○ Performance information
1.3 Leadership of Change 2.5 Family Learning 2.7 Partnerships 3.2 Raising Attainment and Achievement 3.3 Creativity and Employability	3	To increase partnership working with a wider range of stakeholders to enrich the pupil learning experience and develop skills for learning, life and work	<ul style="list-style-type: none"> • <i>Improvement in employability skills and sustained positive school leaver destinations for all young people</i> <ul style="list-style-type: none"> ○ School improvement ○ School leadership ○ Parental engagement

Target 1. To continue to close the attainment gap, raise attainment and maintain consistently high standards in the quality of all learners' experiences across the curriculum				
What Outcomes Do We Want To Achieve?	How Will We Achieve This?	Lead Person	Start and Finish Dates	How Will We Measure Impact On Children and Young People?
<p>All pupils experience a curriculum which enables them to achieve, be successful, confident, responsible and effective in school, work and life.</p> <p>All pupils are empowered, motivated and engaged by a meaningful and relevant curriculum.</p> <p>All pupils experience a progressive and engaging curriculum that provides opportunities for creativity and employability</p> <p>Almost all pupils become more confident in developing the creativity skills of being curious,</p>	<p>Developing Policies and Enriching Creative, Pedagogical Approaches to Teaching and Learning and developing skills for learning, life and work.</p> <p>Developing Policies – articulating the vision</p> <p>Develop and implement:</p> <ul style="list-style-type: none"> A revised Teaching and Learning Policy - implementing the creativity planning framework linked to DYW, thinking with a growth mindset and MTV A curriculum rationale An assessment rationale <p>Ensuring the above documents embed creativity, research-based pedagogy, the four contexts for learning and develop the four capacities.</p> <p>All staff are confident in using Making Thinking Visible approaches across the curriculum. Developing strategies to promote higher order thinking skills and creativity skills.</p> <p>Developing the Young Workforce</p> <p>Further develop the approaches to creativity to include employability skills and contributing to the local/wider community. (dependant on covid19 restrictions) Identify possible business partners and promote local businesses. Identify a DYW curriculum leader.</p> <p>Possible links:</p> <ul style="list-style-type: none"> Tamfest- November Themed fortnight – Ayrshire businesses - June 	<p>RH/SLT</p> <p>CT</p> <p>RH/DYW Leader</p>	<p>Term 2 to review Term 3 to develop Term 4 implement June 2022</p> <p>January 22 – publish creativity framework. Focus on two aspects each term 2 term implementation</p> <p>MTV CLPL term 1</p> <p>Ongoing throughout session June 2022 Term 1/4</p>	<p>Quality assurance procedures demonstrate policy statements and 100% of visits identify the quality of teaching and learning is identified as good or better</p> <p>Pupil profiles reflect policy.</p> <p>Pupil survey indicates that almost all pupils enjoy learning and are making progress.</p> <p>Displays across the school reflect MTV approaches to promoting thinking across a range of subjects.</p> <p>All staff identify they are more confident in teaching creativity across the curriculum through feedback and discussion.</p> <p>Learning visits and professional dialogue identifies that there are more open-ended opportunities for children to be creative and apply their learning to skills for learning, life and work</p> <p>Increase in the number of lessons and partners involved in lessons linked to skills for work and meeting community needs.</p> <p>There will be an increase in the number of business partnerships to promote learning across the curriculum</p>

<p>problem-solving, being open-minded and being imaginative</p> <p>All pupils are confident to set their own learning targets and are able to discuss what they need to do in order to meet targets</p>	<p>STEM Week Celebration</p> <p>Develop curriculum to include specific programmes to teach meta-cognition and self-regulation</p> <p>Develop a programme and approach to enable pupils to use self-regulation and meta-cognition</p>	<p>RH/LBP/Teachers</p>	<p>Feb 2022</p> <p>Term 1 Staff CLPL</p> <p>Term 2 Launch Programme</p> <p>Term 3 Review</p>	<p>Staff confident in delivering sessions and know the purpose and impact for developing these skills</p> <p>Pupils are confident in setting next steps and appropriate targets. They engage with developing success criteria and self-assessment. This is evidence through pupil profiles</p>
---	--	------------------------	--	--

<p>All pupils in P1 and P2 experience a rich and creative play-based learning environment.</p> <p>85% of pupils in P1 and P2 achieved expected levels by the end of the year in Numeracy and Literacy</p> <p>Pupils are supported by well-informed parents about progress being made in school.</p> <p>All pupils in P3 experience a rich and creative learning environment</p>	<p>Establish new play-based learning environment for P1 and P2. Review practises in Primary 3 to include Play-Based Principles.</p> <ul style="list-style-type: none"> Set up new space to ensure effective and progressive learning takes place. Organise learning spaces including the outdoor space Appoint EYP (link to PEF) to ensure smooth transition form Nurseries and to aid with the reconnecting curriculum. Review planning and assessment (Too Simple) procedures to ensure consistency and improve transition between stages and between school and home. Pilot using play-based principles in Primary 3 	<p>LPB/AA</p> <p>LPB/AA</p> <p>RH</p> <p>SLT</p> <p>Primary 3 Teachers/RH</p>	<p>Term 1 and on-going</p> <p>Term 1</p> <p>Term 1</p> <p>Term 1 and ongoing</p>	<p>Learning visits and professional dialogue indicate environments are effectively set up.</p> <p>Staff are confident in delivering play-based learning approaches</p> <p>Parents understand how a PBL approach promotes learning.</p> <p>All pupils feel supported and are included</p> <p>Enhanced effective transition procedures are in place and pupils settle confidently into P1</p> <p>Feedback from staff, parents and pupils identify effective system of profiling in place with clear progress, strengths and next steps</p> <p>Effective transition procedures are in place and pupils settle confidently into P3</p>
<p>All pupils experience a class environment that is a safe base and an effective space that promotes high quality learning</p>	<p>Establish learning environments for the new classes</p> <ul style="list-style-type: none"> New classes set up and resourced appropriately to meet learners' needs. Display celebrate achievement and promote learning Pupils aware of where to locate resources independently Classroom procedures and routines established and class charters on display 		<p>Term 1 INSET Day 1 and 2</p>	<p>Learning visits and professional dialogue indicate environments are effectively set up.</p>

<p>All pupils in P7 experience high quality sessions promoting algebraic reasoning</p> <p>All pupils in P7 supported through maths project to experience an enhanced transition to Belmont</p>	<p>Belmont Maths Transition Project – Algebraic Reasoning</p> <ul style="list-style-type: none"> • Provide CLPL for P7 staff in algebraic reasoning • Opportunities for staff to work across schools to plan series of sessions for P7 classes and into S1 • Opportunities for staff to undertake peer visits across sectors to support transition. 	<p>P7 teachers</p> <p>Maths Dev Officer</p>	<p>CLPL provided Sept – March</p> <p>Lessons delivered Term 4 and Term 1 2023</p>	<p>Staff questionnaires identify level of skill and confidence in teaching.</p> <p>Feedback from pupil groups identify solid understanding of algebraic reasoning.</p>
--	---	---	---	--

<p>All pupils experience a rich multisensory approach to teaching writing.</p> <p>All pupils have increased knowledge of language and the writer’s craft through being exposed to a wider range of quality texts</p> <p>Pupils have an increased bank of templates/toolkits that they can apply when writing independently</p> <p>All pupils are motivated and engaged to write and read. 85% of pupils achieve age-related expectations by the end of the level in writing and reading</p>	<p>Meeting learner’s needs, improving pedagogy in Literacy</p> <ul style="list-style-type: none"> • All staff trained and confident in using the Talk4Writing approach to teaching fiction and non-fiction writing. This is evident in displays around the classroom and in pupil work. • Planning further developed throughout school to show progression over all stages in the teaching of writing • Planning amended throughout school to merge North Lanarkshire Reading and Spelling approaches with Talk4Writing. • Additional resources in place to teach a wider range of text types including personal writing, poetry, play scripts and information texts to enrich the learning experience. • CLPL for new staff on North Lanarkshire approaches to teaching Reading and Spelling. • Parental Workshops on Talk4Writing and Reading Comprehension Strategies to support children at home. • Continue to embed Accelerated Reader in P4 – P7 to ensure pupils remain motivated and as part of the reconnecting curriculum. (link to PEF) 	<p>KR/LPB/ SH</p> <p>KR</p>	<p>Ongoing throughout session June 2021</p> <p>January 2021</p>	<p>All pupils can use the Talk4writing framework templates complete a piece of writing for a particular theme.</p> <p>Pupils can use the toolkits to become independent writers</p> <p>Pupils can apply toolkits and have developed key language needed for particular topics or themes and can use this imaginatively to write creatively or produce non-fiction writing using appropriate language features and structures.</p> <p>Pupils are able to apply their skills learned in reading and writing across the curriculum</p>
---	---	-----------------------------	---	---

<p>All pupils make appropriate progress through the curriculum appropriate to their age, stage and level of need as all staff are confident in assessing standards within a level.</p>	<p>Developing Approaches to Assessment, Moderation, Tracking and Reporting Assessment Strategy and Rationale developed identifying approaches, timings and opportunities for moderation. To include:</p> <ul style="list-style-type: none"> • Using PM Benchmark Assessments • Use of Star Reader • SNSAs in P1, P4 and P7 • Spelling Assessments • GL single word reading test Reading test • Wellbeing web • 	<p>SLT</p>	<p>Term 2 Dec 2020</p>	<p>Assessment and moderation discussion between class teachers will lead to increased knowledge and confidence in both teaching and assessing Literacy and Numeracy, leading to increase in CfE attainment.</p>
<p>All pupils are fully involved in the learning and assessment processes and respond to a range of AifL strategies and through meaningful feedback</p>	<p>Identify and pilot termly numeracy assessments – White Rose/Prestwick Cluster</p>	<p>RH</p>	<p>Term 1 Dec 2020</p>	<p>School tracking sheets updated Targets set in August.</p>
<p>All pupils are fully involved in the learning and assessment processes and respond to a range of AifL strategies and through meaningful feedback</p>	<p>All staff participate in moderation events at school, cluster and authority level as identified.</p>	<p>RH</p>	<p>Term 1</p>	<p>Nov, Feb, May reports sent out to parents Quality Assurance procedures including professional dialogue indicate pupils make appropriate progress</p>
<p>All pupils are fully involved in the learning and assessment processes and respond to a range of AifL strategies and through meaningful feedback</p>	<p>SLT continue to use the BGE tracking tool as appropriate to identify strengths and development needs of the school.</p>	<p>SLT</p>	<p>Term 1</p>	<p>Holmston PS is making good progress compared with comparator schools nationally</p>
<p>Almost all parents are clear about their child's progression through a level and attainment.</p>	<p>Review the approaches to profiling in P3-P7 to ensure that they are manageable and meaningful (link to meta-cognition and self-regulation)</p>	<p>RH/SH/staff</p>	<p>Term 1</p>	<p>Pupils confident in identifying examples of effective learning and are proud to share their achievements</p>
<p>Almost all parents are clear about their child's progression through a level and attainment.</p>	<p>Continue to host parent information sessions and information about the new levels of progress and achievements</p>	<p>RH</p>	<p>Nov 21</p>	<p>Pace of pupil progress is tracked more rigorously. All staff are confident in identifying progress of individuals.</p> <p>Almost all parents demonstrate they are confident to describe the progress their child is making through a level.</p>

Target 2. To challenge all learners to meet their full potential, are inclusive and aware of their own health and wellbeing by embedding the 'GIRFEC' principles and through the life and ethos of the school				
What Outcomes Do We Want To Achieve?	How Will We Achieve This?	Lead Person	Start and Finish Dates	How Will We Measure Impact On Children and Young People?
All pupils experience a positive and consistent school ethos and understand what is important about Holmston and our expectations.	<p>Reviewing the vision statement</p> <p>Involve all stakeholders in reviewing the vision of the school to ensure it is ambitious and focuses on improvements in outcomes for all ensuring consistency in approaches.</p>	RH	<p>Term 3</p> <p>May 2022</p>	All stakeholders can articulate the shared vision of the school.
All pupils are supported with their health and wellbeing and integrated back into the school working day	<p>Promoting wellbeing</p> <p>Use a range of strategies to ensure pupils are included and are confident to learn including:</p> <ul style="list-style-type: none"> • Promotion of thinking with a growth mindset • Class check-ins • High profile PSHE sessions • Circle times • Meta-cognition and self-regulation • Wellbeing approaches • Nurture groups (linked to PEF) • Celebration of mental health weeks/events <p>Develop systems to support pupils in line with nurturing approaches</p>	<p>All Staff</p> <p>RH</p> <p>Teachers</p> <p>LPB</p> <p>HWB co-ordinator</p> <p>KR/PT/AD/PST</p>	<p>On-going</p>	<p>Almost all pupils identify that they feel safe and can identify strategies to use during times of challenge.</p> <p>Boxhall Assessments for identified pupils demonstrate progress.</p> <p>Almost all pupils can identify strategies to support their own mental wellbeing.</p>

<p>All pupils experience a fair and consistent approach to behaviour management through clear and consistent procedures, policy and guidelines relating to promoting positive behaviour and nurturing approaches.</p> <p>All pupils experience more constructive/positive playtimes</p> <p>All pupils demonstrating distressed behaviour are supported by staff having an increased awareness of adverse childhood experiences (ACES), nurturing approaches and attachment theory</p>	<p>Develop and implement Building Positive Relationship and Anti-Bullying Policy and launch positive playtimes</p> <p>Involve all stakeholders in developing and implementing the school policy on building positive relationship and anti-bullying. To include:</p> <ul style="list-style-type: none"> • nurturing principles • de-escalation strategies • language associated with bullying behaviour • improve the recording and reporting of bullying incidents in school • rewards and consequences • UNCRC • school values <p>Implement a positive playtime/lunchtime approach</p> <ul style="list-style-type: none"> • support staff CLPL on strategies • pupils trained in approach • Targeted lunchtime clubs • Review how areas of playground are used • Pilot P1 and P2 having own timetabled breaks <p>Further staff CLPL on nurturing approaches, trauma and ACEs – liaise with Ed Psych. Service. Paul Dix materials to ensure consistent approaches</p>	<p>KR</p> <p>Ed Psych.</p> <p>KR</p> <p>Ed. Psych.</p> <p>KR/AD</p>	<p>Term 2 and 3</p> <p>March 2022</p> <p>Term 1</p> <p>March 2022</p> <p>Term 2 and 3</p> <p>June 2022</p>	<p>Decrease in the number of incidents involving negative behaviours</p> <p>All staff consistently implement the policy and approaches.</p> <p>96% of pupils agree or strongly agree that they feel safe and cared for in school and staff are good at dealing with bullying behaviour</p> <p>Decrease in the number of negative incidents at lunchtime</p> <p>Almost all pupils identify they feel safe at school.</p> <p>All staff indicate they have an increased knowledge and understanding of ACEs, nurturing approaches and attachment and are confident in using strategies to support children based on nurture principles.</p> <p>All staff implement restorative practise in classrooms and around the school.</p>
---	---	---	--	---

<p>All pupils celebrate and value their achievements and progress through a variety of reporting methodologies and profiles</p> <p>All pupils are confident in identifying targets for their learning and tracking their learning journey</p> <p>All pupils become more skilled in setting personal targets and reflecting on own learning being able to identify next steps for themselves – link to self-regulation and metacognition (link to target1)</p>	<p>Developing Pupil Profile Systems</p> <p>Implement system for pupil target setting and profiling as part of the reporting strategy. Review with Parents and pupils</p> <p>Pupil profiles built up that include pupil targets, links to DYW and skills for learning, life and work, wider achievements and holistic assessment evidence of learning.</p> <p>Pilot lessons in self-regulation and meta-cognition as part of the creativity framework (link to target 1)</p>	<p>SH/RH</p> <p>Class teachers</p> <p>PT/RH</p>	<p>Term 2 and on-going</p> <p>5 pieces of work by Christmas 10 pieces by May</p> <p>Well-being webs termly</p>	<p>All pupils have a profile that they are proud of and this demonstrates their learning journey.</p> <p>Pupils discuss their education using the language of learning and are aware of the next steps they need to take.</p> <p>Parental Feedback identifies that profiles enable parents to support learning at home/support them in identifying strengths and areas for development.</p> <p>Feedback from pupils and staff</p> <p>Quality assurance procedures</p>
<p>All pupils with dyslexia are identified, included and supported across the curriculum by staff confident in using a range of DfS strategies.</p>	<p>Dyslexia Friendly and Inclusive School Award</p> <p>Continue to implement the action plan for DFS Silver Award</p> <ul style="list-style-type: none"> • Staff CLPL on meeting needs • Pupil/parent focus group established • Displays around school reflect inclusivity • Resources available in every classroom • Profile of dyslexic learners is raised through the work of the school • Parent workshops to raise awareness of dyslexia and strategies used to support this. • Dyslexia assessment pack created for early identification 	<p>PST?</p>	<p>June 2022</p>	<p>Learning visits and tracking meetings identify that all identified pupils are included in all aspects of school life.</p> <p>Almost all pupil and parent feedback indicate that pupils feel supported and make good progress.</p> <p>Achieve Silver Award</p>
<p>Identified pupils make appropriate progress through</p>	<p>Interventions to support recovery and reconnection</p> <ul style="list-style-type: none"> • PSA funded through PEF to support intervention groups e.g. <ul style="list-style-type: none"> ○ Numicon ○ Three Read 	<p>KR</p>	<p>On-going</p>	<p>Targeted pupils are supported to ensure that they are within the usual</p>

intervention strategies and programmes (link to PEF)	<ul style="list-style-type: none">○ Toe by Toe○ PAT Phonics○ Power of One○ Power of 2○ Readingwise			differentiation of the class and meet identified targets
--	--	--	--	--

Target 3. To increase partnership working with a wider range of stakeholders to enrich the pupil learning experience and develop skills for learning, life and work				
What Outcomes Do We Want To Achieve?	How Will We Achieve This?	Lead Person	Start and Finish Dates	How Will We Measure Impact On Children and Young People?
<p>Almost all pupils enrich their understanding of being a global citizen and have an increased awareness of the diversity of the school population.</p> <p>Pupils have a deeper understanding of equality and diversity</p>	<p>Global/Scottish Showcase – culture, diversity and global wellbeing.</p> <p>Organise a Week of Global Culture and Global Wellbeing. To be a celebration of the school’s diversity and strategies to support mental, emotional, social wellbeing.</p> <ul style="list-style-type: none"> Identify opportunities for parents to support classes Links to food technology/healthy living Campaign to promote global wellbeing (unicef/fairtrade/plastic?) Showcase for parents at the end of the week. 	<p>Class teachers AD/CT/DS RRS committee RH</p>	<p>Term 2 Nov 2021</p>	<p>Feedback from almost all pupils identify they have a growing understanding of Scotland’s place in the world and an appreciation of different cultures.</p>
<p>Almost all pupils are increasingly aware of career pathways and options open to them especially within the local area through further developed partnerships with a range of stakeholders involved in collaborative planning.</p> <p>All pupils experience opportunities for seeing real-life contexts for learning through engagement of parents and other stakeholders in the life of the school.</p>	<p>Develop understanding of Developing the Young Workforce and enrich this work through an Ayrshire themed fortnight</p> <p>Staff embed opportunities for career education to be taught across the curriculum – CLPL on the Career standard and My World of Work.</p> <p>Explore further opportunities for local partners to be utilised across the curriculum to promote skills for learning, life and work.</p> <p>DYW – Use My World of Work website for pupils in P5 – P7 to identify skills and possible career options to inform pupil profile</p> <p>More parents and partners involved as employers and employees delivering workshops to pupils during Ayrshire fortnight and throughout the year. Identify opportunities for partners to support mental wellbeing (Yoga, relaxation techniques, mindfulness etc.) (see Target 2)</p> <p>Organise a fortnight based around the theme of Retail and Small business in Ayrshire’</p>	<p>Class teachers</p> <p>Class teachers</p> <p>Class teachers RH</p> <p>PT</p>	<p>Term 4 June 2022</p> <p>As appropriate</p> <p>Term 3 May 2022</p> <p>Term 4 May 2022</p>	<p>Stage planning meetings identify opportunities for partnership links and developing skills for work</p> <p>Professional dialogue Pupil dialogue</p> <p>Increase in number of partners working with the school (DYW return)</p> <p>Pupil Profiles provide evidence of pupils considering skills for work.</p> <p>Pupil feedback and work</p>

