



Holmston Primary School

School Improvement Plan

2023 - 2024

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**

Spaces and PLaces
Live, Work, learn
Civic and Community Pride

**Children's
Services Plan**

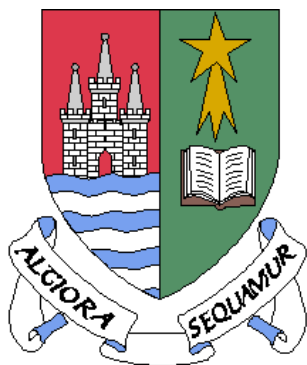
Outstanding universal provision
Tackling Inequalities
Love and support for our Care Experienced young people and young carers
Good physical and mental wellbeing
Promoting Children's Rights

**Education
Services
Priorities**

Equity, Wellbeing and Inclusion
Learning, Teaching and Assessment
Curriculum
Self Evaluation for Self Improvement

**National
Improvement
Framework
Priorities**

Placing the human rights of every child and young person at the centre of education
Improvement in children and young people's health and wellbeing
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
Improvement in attainment, particularly in literacy and numeracy



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 four capacities of Curriculum for Excellence enabling them to become successful learners, confident individuals, responsible citizens and effective contributors.



Links to How Good Is Our School and the National Improvement Priorities and Drivers

ASPECT OF HGIOS4?		TARGET FOR 2021-22	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 through developing and implementing a deep learning approach to curriculum making (Year 1)	<ul style="list-style-type: none"> • <i>Placing the human rights and needs of every child and young person at the centre of education</i> • <i>Improvement in children and young people's health and wellbeing</i> • <i>Closing the attainment gap between the most and least disadvantaged children and young people</i> • <i>Improvement in skills and sustained, positive school-leaver destinations for all young people</i> • <i>Improvement in attainment, particularly in literacy and numeracy.</i> <ul style="list-style-type: none"> ○ School leadership ○ Teacher and practitioner professionalism ○ Parent and Carer involvement and engagement ○ Curriculum and Assessment ○ School improvement ○ Performance information

Summary of School Improvement Plan 2023 - 2024

Theme: To continue to close the attainment gap, raise attainment and maintain consistently high standards in the quality of all learners’ experiences across the curriculum through developing and implementing a deep learning approach to curriculum making (Year 1)				
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 are provided with the opportunities to be active partners in their learning.</p> <p>All pupils experience a more progressive and engaging curriculum that provides opportunities for developing global competencies and the 4 capacities.</p>	<p>1. Implementing a Deep Learning approach to curriculum design in order to develop skills for learning, life and work.</p> <p>1a. Developing Policies – articulating the vision</p> <ul style="list-style-type: none">• A revised vision for Teaching and Learning -based on Deep Learning process• A curriculum rationale• An assessment rationale• A profiling system linked to competencies - A skills passport based on progression through he competencies	RH/SLT	Term 1 Term 4 Term 4 Term 4 Term 4 Term 4 Term 1 Term 4	<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 survey indicates that almost all pupils enjoy learning and are making progress against the 6Cs</p> <p>All staff identify they are more confident in developing learning experiences based on a Deep Learning approach</p>
	<p>1b. Developing staff professional knowledge and understanding of Deep Learning – this will be the main focus for this year’s school improvement</p> <ul style="list-style-type: none">• Collaborative planning opportunities and creation of new, shared knowledge and understanding about approaches• Exploring models of deep learning – the six Global Competencies (6Cs) and model of four elements of learning design:<ul style="list-style-type: none">○ Learning Partnerships○ Learning Environments○ Leveraging Digital○ Pedagogical Practices	RH/ PTs	Term 1, 2 and 3 (see staff meeting plan) Term 4	<p>Peer-Learning visits and professional dialogue identifies that there are more open-ended opportunities for children to be creative and develop the six competencies and apply their learning to skills for learning, life and work</p> <p>Staff confident in developing learning journeys using the principles of Deep Learning.</p>
		KM		
		LPB		
		GD		
		LPB/CT/RH		
		LPB/CT		

<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</p>	<ul style="list-style-type: none"> Developing pedagogical practices including PBL, MTV, Enquiry and Problem-Solving approaches Building an increasing number of learning partnerships Making effective use of the Learning environments including outdoor learning Leveraging digital – developing skills and understanding for increasing integration of new technologies for learning. Staff and pupils are aware of the 6Cs are plan to develop these collaboratively through a range of contexts <ul style="list-style-type: none"> Citizenship – links to UNCRC and GG, anti-racist curriculum Collaboration Communication Creativity Critical thinking Character <p>1c. Pilot a cross-phase series of lessons linked to an Ayrshire theme based on deep learning principles in the context of Ayrshire</p> <p>1d. Pilot Daydream Believer Solarpunk Island IDL/Project based learning - P6 to pilot project-based learning approach.</p>	<p>KM LPB</p> <p>GD</p> <p>RH Teachers</p> <p>RH Leadership Team</p> <p>All Staff</p> <p>CT/HM/RH</p>	<p>Term 4</p> <p>June 2024</p> <p>10 Session TBC</p>	<p>Displays around the school reflect the vision and desired outcomes of deep learning</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 experience a range of opportunities to deepen their learning through the outdoor environment.</p>	<p>2. Developing Outdoor Learning Experiences (linked to Learning Environment theme)</p> <ul style="list-style-type: none"> CLPL for staff on Authority Outdoor Learning Overview and lesson plans Teachers to plan opportunities for Outdoor Learning Audit provision over the year Outdoor Learning embedded in P1 and P2 	<p>LBP/RH All Staff</p> <p>LPB</p>	<p>Ongoing</p> <p>June 2024</p> <p>Term 1 Term 2</p>	<p>Planning meetings and feedback identify increased opportunities for outdoor learning.</p> <p>Pupil dialogue identifies they value learning in a range of environments including outdoors.</p>

<p>To develop confident and skilled readers in South Ayrshire with a lifelong love of reading and the confidence to access all aspects of education, culture and society</p> <p>To support and develop all education staff in South Ayrshire to implement best practice through a culture of shared knowledge, collaboration and enquiry</p> <p>88% of pupils to achieve expected levels by the end of the session in Reading</p>	<p>5. Meeting learner's needs, improving pedagogy in Literacy – Reading (South Ayrshire Reads) (linked to pedagogical practises)</p> <ul style="list-style-type: none"> By June 2023 all schools will have an identified Reading Leader By end of August 2023 ALL education staff, parents, children and young people will be introduced to the strategic vision of (SAR)the South Ayrshire Reads initiative. By April 2024 ALL education staff will have had the opportunity to attend an online South Ayrshire Reads Engagement session By April 2024 ALL parents, carers and partners will have had the opportunity to attend an online South Ayrshire Reads Engagement session By September 2023 ALL primary education staff will have engaged in initial science of reading training (Sept Twilight) and follow-up training (TBC) By February 2024 ALL school assistants will have had the opportunity to attend in-person Supporting Children with Reading training Reading Schools Award – Silver Pilot a Reading for Pleasure Project in P6 linked to Deep Learning Approaches. 	KR	June 2023	Pupils are able to apply their skills learned in reading across the curriculum
		KR/RH	June 2023	
		KR	April 2024	Standardised data and teacher judgements indicate a closing gap between the most and least disadvantage
		KR		
		KR	September 2023	
		KR	February 2024	
		KR	June 2024	Evidence for application
		HM	Term 1 June 2024	Pupil dialogue and survey indicate improved reading for pleasure.

<p>All pupils have increased opportunities and experiences of different Learning Partnerships to deepen and enrich learning</p>	<p>6. To increase partnership working with a wider range of stakeholders to enrich the pupil learning experience and develop the 6Cs (link to learning partnerships)</p> <ul style="list-style-type: none"> Teachers develop the skills to be activators, coaches and catalysts to enrich and deepen learning Explore ways to increase number of partners to enhance and deepen the learning experience through e.g. <ul style="list-style-type: none"> Contact chamber of commerce, DYW Scotland, Parents, local businesses Explore Connected Classrooms and/or International Schools Award (links to UNCRC, Global Goals) 	<p>RH</p> <p>KM</p> <p>KM</p>	<p>Term 1,2,3 Term 4</p> <p>Ongoing depending on projects</p> <p>Term 1</p>	<p>All pupils can articulate how there are partners in their learning.</p> <p>Feedback from all stakeholders identify how they value and are included in deepening the learning experiences</p> <p>All Teachers identify increased confidence in using partnership approaches to deepen learning</p> <p>Some pupils have the opportunity of working with pupils internationally to develop their understanding of being a global citizen.</p>
<p>All pupils feel included, achieve and there is no discernible difference in standardised data in relation to equality and/or closing the poverty-related attainment gap (Linked to PEF)</p>	<p>7. PT for Equality and Equity (PEF funded). Responsibility for:</p> <ul style="list-style-type: none"> Develop inclusive pedagogies – Making Thinking Visible; thinking with a growth mindset Develop staff understanding of the UNCRC and Global Goals Develop staff confidence and skills to ensure anti-racist curriculum principles are embedded in curriculum development Build on the IGBE work from last session to ensure principles of inclusion are embedded in the life of the school Whole school acknowledging Holocaust Memorial Day and link to inclusion and differences Build and expand on Black History Month to incorporate through work across the year (see anti-racist curriculum principles) 	<p>CT</p>	<p>Ongoing</p> <p>Ongoing – Term 2</p> <p>Term 1</p> <p>Review Term 3</p> <p>January 2024</p>	<p>Making Thinking Visible Strategies are embedded across the school and used effectively to support learning</p> <p>Pupils are confident to express rights</p> <p>Standardised scores demonstrate closing of attainment gaps and raising of standards.</p> <p>Displays around the school are inclusive</p>

Appendix A

Ongoing Curriculum Development and Working Groups:

Element of Deep Learning Design	Themes	Person Responsible
Leveraging Digital	Emerging technologies/Digital Literacy/Computer Science/Digital Safety	GD
Learning Environments	Outdoor Learning Virtual Spaces	LPB / AA GD
Learning Partnerships	DYW/Chamber of Commerce/Local businesses Parental Involvement Pupil profiling based on 6Cs	KM KM/LPB KM
Pedagogical Practices	MTV/Equalities/UNCRC/Global Goals Talk 4 Writing Reading Schools Reading for Pleasure approaches pilot CPA approaches / Social Justice and Maths Play Based Learning / Enquiry Based Learning <i>Project-based learning - Daydream Believers Project – Solarpunk Island Pilot</i>	CT SH/HM KR HM RH LPB HM/CT/RH

Appendix B
Summary of PEF Plan

Outcomes and Measures	Intervention Description	Expected Impact
<p>Outcomes – Aims (Details targets/% 23/24, 24/25, 25/26)</p> <p>Smooth transition from ELC to Primary 1 for all children, ensuring their mental health and wellbeing</p> <ul style="list-style-type: none"> • Parental Feedback • Pupil dialogue <p>Continued high attainment for almost all pupils in Reading, Writing and Numeracy as a result of high-quality interactions between adults and children</p> <ul style="list-style-type: none"> • Teacher Judgements • SNSAs <p>Measures</p> <p>Baseline Assessment completed on entry – assessing children's communication and language skills, early reading behaviour and phonological awareness, ability to mark-make and write, as well as their counting and number recognition, fine and gross motor manipulation, and social interaction</p> <p>Developmentally appropriate interventions and support for targeted children</p> <p>Shared planning for progression and continuity</p> <p>Observations and assessment against Es and Os documented on Evidence Me</p>	<p>Intervention 1 Max 200 words</p> <p>EYP appointed to ensure:</p> <ul style="list-style-type: none"> • Transition from ELC to Primary 1 is successful • Interventions to support identified gaps in children's learning and development • Nurture – ensuring children's personal, social and emotional needs are met. <p>CLPL on the following:</p> <ul style="list-style-type: none"> • PBL and pedagogy, specifically in P1 • Setting up provocations for learning which reflect children's interests • Documenting their learning • Active Phonics (RWI) and Reading • Talk for Writing • CPA approaches to Numeracy • Block Play 	<p>All children happy and settled in P1 as a result of positive and nurturing relationships.</p> <p>Observations of children's learning indicate significantly improved attainment in Reading, Writing and Mathematics for all.</p> <p>Some children achieving Early Level earlier than expected.</p> <p>All pupils have the opportunity for Depth of understanding and confidence in applying skills in real-life contexts.</p> <p>Almost all children able to express themselves and articulate their understanding (sustained, shared thinking – see Rationale).</p> <p>Almost all pupils demonstrate increased confidence and fluency in Reading.</p> <p>All children confident in using concrete materials to develop understanding in Numeracy and Mathematics.</p> <p>Play is integral to all learners' experiences.</p> <p>Continued high attainment in SNSAs.</p>

<p>Outcomes – Aims (Details targets/% 23/24, 24/25, 25/26) Identified pupils make progress towards individual targets through additional support as appropriate to their needs.</p>	<p>Intervention 2 Pupil support assistant to work on specific interventions to close gaps in learning. Interventions to consider as appropriate include:</p> <ul style="list-style-type: none"> • 3 Read Approach and Numicon • Plus 1 and Power of 2 programme • PAT Phonics • Toe by Toe • In class support 	<p>Individual pupils make sufficient progress they no longer require interventions and can access the learning through the differentiation within the class or make marked improved progress.</p>
<p>Measures Staged intervention targets and evaluations. Teacher assessments, SNSA, standardised tests</p> <p>Identified pupils make improved progress from previous year</p>		
<p>Outcomes – Aims (Details targets/% 23/24, 24/25, 25/26) Almost all pupils engaged in learning and demonstrate an understanding of the four capacities. They experience relevant and meaningful learning opportunities that develop meta-skills and capacities through a deep learning process</p>	<p>Intervention 3 PT responsible for equalities focusing on pedagogical practices as part of an ongoing planed approach to implementing Deep Learning.</p>	<p>All staff understand Deep Learning, they can work collaboratively within a culture of deep learning and demonstrate accountability through collaboration</p> <p>Almost all pupils identify they enjoy learning and can explain how they are developing in relation to the capacities</p> <p>Attainment remains high for almost all pupils with little or no discernible gaps between deciles or groups.</p>

