



# 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 2023

# **Holmston Primary School**

## **Standards and Quality Report**

### **June 2023**

#### **Introduction**

At Holmston Primary School we put the child at the centre of everything we do. It is our vision that the pupils at Holmston Primary receive an education for the 21st Century, which encompasses sound educational knowledge and understanding, responsibility for the environment and knowledge and opportunities to enable them to develop resilience and through thinking with a growth mindset lead healthy, active lives.

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.

This education for the 21st century is delivered in a motivating manner which results in the pupils of Holmston achieving the four capacities of Curriculum for Excellence.

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. 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 modelling respect, encouraging responsibility and promoting social confidence
- To promote an effective partnership with home, school and community

## Context of the school

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, including a P1/P2 play-based learning environment, a pupil support base, library, enclosed garden, gym/dining hall, general purpose room and administration area. The school has a mixed catchment area. The total number of pupils is 197. The number of pupils in Quintiles 1 and 2 is 78 (40%) and those entitled to free school meals is 61 (31 %).

This session, we have full time staffing of 10.4 FTE consisting of a Head Teacher, Depute Head Teacher, two acting principal teachers and nine class teachers. There has been additional staffing (0.3 FTE) this session funded by covid recovery. We have a 0.6 FTE Pupil Support Teacher. Pupils and staff are supported by six school assistants, one EYP, two clerical assistants, two janitors, cleaning and catering staff.

## SIMD Percentage Profile

Quintile 1	Quintile 2	Quintile 3	Quintile 4	Quintile 5
34%	6%	38%	19%	3%

## Attendance %

2018/2019	2019/2020	2020/2021	2021/2022	2022/2023
94	93	93	91	92

## Exclusions

There have been no exclusions during this session







Holmston Primary has 197 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.

The school has excellent links with local EYCs, primaries and feeder secondaries. The school has a strong working partnership with Southcraig School. The school is supported by Rev. Gemmell and services are held termly in the Auld Kirk, Ayr.

Holmston Primary School is supported very well by the Parent Council or 'Parent and Carers' Voice' who work tirelessly to raise funds for the benefit of all Holmston pupils. We also have regular parent and family involvement in a wealth of extra curricular activities. The Parent Forum members are regularly consulted and their feedback is incorporated within

the School Improvement Plan.

Pupil Voice is integral to our work on Curriculum for Excellence. Pupils influence decision-making and policies. They are active in the the working groups across the school.

We encourage and praise wider achievement, providing a wealth of inspirational experiences to enable our young people to develop and understand the skills they need to succeed.

PEF was used to provide targeted intervention and support for identified pupils (a full-time, temporary PSA and EYP), appoint a 0.6 PT for improving gender balance and equalities and continued subscription to the Accelerated Reader Programme (see PEF bid and rationale).

We have continued with the 'soft' start to the school day in P1 – P4 and we no longer use the school bell. As a result, our pupils experience a calmer working environment, which further supports our neuro-diverse pupils.



## What key outcomes have we achieved?

School Priority 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	
<p>NIF Priority:</p> <ul style="list-style-type: none"> <li>Placing the human rights and needs of every child and young person at the centre of education</li> <li>Improvement in children and young people's health and wellbeing</li> <li>Closing the attainment gap between the most and least disadvantaged children and young people</li> <li>Improvement in skills and sustained, positive school-leaver destinations for all young people</li> <li>Improvement in attainment, particularly in literacy and numeracy.</li> </ul> <p><b>Drivers</b></p> <ul style="list-style-type: none"> <li>School improvement</li> <li>School leadership</li> <li>Teacher professionalism</li> <li>Assessment of children's progress</li> <li>Performance information</li> </ul>	<p><b>Links to HGIOS 4</b></p> <ul style="list-style-type: none"> <li>1.1 Self-evaluation for self-improvement</li> <li>1.2 Leadership of Learning</li> <li>1.3 Leadership of Change</li> <li>1.5 Management of Resources to Promote Equality</li> <li>2.2 Curriculum</li> <li>2.3 Learning, Teaching and Assessment</li> <li>2.6 Transitions</li> <li>3.2 Raising Attainment and Achievement</li> <li>3.3 Creativity and Employability</li> </ul>
<p>At Holmston Primary our approaches to teaching and learning have been developing and we continue to review the Teaching and Learning policy.</p> <p>Pupil attendance is monitored in line with SAC policy and there have been no exclusions from school.</p> <p>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 and creative learning environment where almost all children are motivated to learn. Almost all learners say they agree that they <b><i>"get helpful feedback on their work, understand what they have done well and what they need to improve."</i></b> All learners feel that <b><i>"staff plan learning and assessment well."</i></b></p> <p>Our framework for promoting creativity skills across the curriculum has been implemented and Making Thinking Visible (MTV) is embedded across the school. All staff have engaged in regular CLPL to further develop skills in MTV and Metacognition.</p>	

The school has submitted their application for the Digital Skills Award and there is a continued focus on embedding digital skills into the curriculum to prepare pupils for learning, life and work.

All parents are informed of their child's progress through the core subjects of CfE three times per year. There are two parents evenings each session to support this.

Feedback from parents has been positive; ***"excellent teachers, progress and growth are seen in every child. Excellent School."*** (Parental feedback on parent's evening.)

Quality assurance procedures identify most pupils are making good progress. Regular tracking meetings between Senior Leadership Team and teaching staff ensure attainment is robustly tracked and appropriate intervention put in place if required to both support and challenge learners.



Parents have been informed about the CfE levels. Feedback indicates most parents are aware of the reporting format. Play-Based Learning is fully embedded in P1 and P2 and the principles of this approach have been extended into P3 alongside an enquiry-based pedagogy.

In P1 the staff are skilled in setting-up purposeful and real-life provocations for play, ensuring high levels of engagement.

Almost a quarter of children reached Early Level in Reading in February and are now exceeding expectations. 92% achieved this in June. Almost all children are reading with fluency and expression.

Several children are beyond the expected level for Primary 1. Almost a quarter met the Benchmark criteria for Writing in February, and 92% confidently reached this in June. Children thrive during both taught lessons and in a Numeracy-rich learning environment. This has

resulted in depth of learning with 92% of children achieving Early Level by the end of the academic year. Children have been challenged and supported to extend their learning by exploring some First Level Outcomes.

The school has invested greatly in outdoor learning resources. Early and First Level staff have continued to develop a child-centred approach to continuous and enhanced provision, ensuring provocations to play reflect the children's interests. All staff in P1 and P2 have undertaken CLPL with Alistair Bryce Clegg. This has impacted positively on practice and informed the school's play-based learning policy.

Children in P1, 2 and 3 have been able to access the outside learning space almost every day. In Term 3, Primary 1 visited Little Acorns Forest School. As a result, all pupils have developed their resilience and confidence in learning outdoors.



All staff are confident in using concrete, pictorial and abstract approaches alongside promoting thinking with a mathematical mindset. Pupils are using an increasing range of strategies that show they are developing deeper understanding and mathematical reasoning. Almost all pupils can use a range of concrete materials and visual approaches to solve problems.

All staff engaged in training on Talk for Writing (T4W) and this is embedded across the school. The school is part of the SAC Talk for Writing Pilot. Staff have been invited to present at authority Talk for Writing CLPL sessions where the work of the school was highly commended. This consistent, progressive approach has led to increased pupil engagement and confidence in writing.



**School Priority 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**

**NIF Priority:**

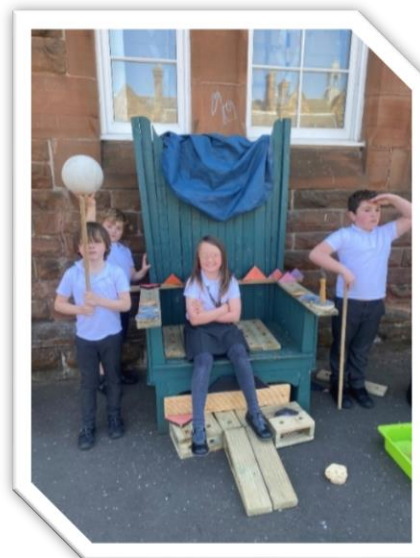
- Placing the human rights and needs of every child and young person at the centre of education
- Improvement in children and young people's health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in skills and sustained, positive school-leaver destinations for all young people
- Improvement in attainment, particularly in literacy and numeracy

**Drivers**

- School improvement
- School leadership
- Teacher professionalism
- Assessment of children's progress
- Performance information

**Links to HGIOS 4**

- 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



**Progress and Impact**

There are positive relationships across the school community: ***"we treat each other with kindness and respect."*** (P3 Pupil.) All staff know pupils very well and are able to support them appropriately.

All support staff are very clear of their roles and feel valued. All staff use targeted interventions effectively and children talk positively about using these as part of their curriculum.

Support staff are timetabled effectively. Personal care is carried out with children in a respectful, dignified manner.

All staff promote equity; Inclusion is very much at the heart of the school and is embedded in everything that is done to support all young people. Almost all children agree ***"that they have an adult that they feel knows them well that they can go to for help and advice."***

A PT has been appointed with responsibility for equity and inclusion. Scrutiny of data highlighted that there is no discernable difference in attainment relating to gender. Resources have been evaluated to reflect wider society and new diverse reading books have been purchased for the school library. Staff CLPL was carried out on unconscious bias and addressing gender stereotypes. A survey of attitudes towards gender in P6 and P7 identified that almost all pupils do not hold strong gender stereotypes.



All stakeholders are aware of the UNCRC and follow the principles of Rights Respecting Schools. Almost all children agree that young people's rights are important in our school.

Thinking with a growth mindset is fully embedded in teaching and learning and the HT delivered further parent workshops on this in May 2023.

The Holmston/Southcraig Makaton Project has had a positive impact on children: ***"I like how you get to know how other people communicate."*** (P3 Pupil.) Southcraig pupils attend joint sports days and church services.

We continue to develop our 'Developing Positive Relationships' Policy. Most staff are trauma informed and are aware of the potential impact of adverse childhood experiences (ACEs). All staff have completed CLPL on restorative approaches and use these to resolve conflicts when they arise.

Our Nurture teacher has worked with pupils to help them develop skills and strategies to cope with challenging situations.

We continue to work towards our Dyslexia and Inclusive Practise Award.

Primary 1 and 2 use e-profiling on Evidence Me to share newsletters and suggested home-learning activities, as well as observations and next steps for learning. Learning across the school is also shared on the school Twitter page.



**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:**

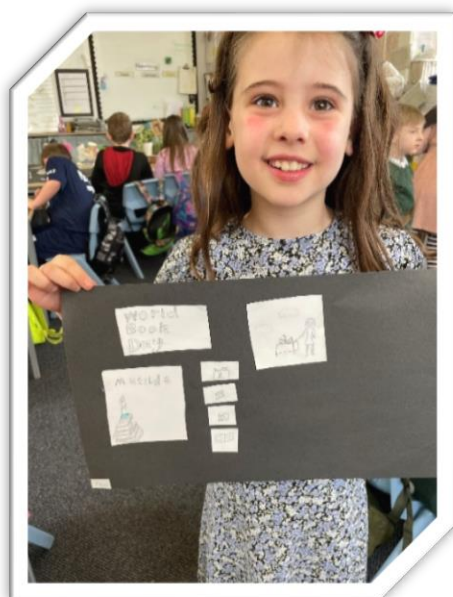
- Placing the human rights and needs of every child and young person at the centre of education
- Improvement in children and young people's health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in skills and sustained, positive school-leaver destinations for all young people
- Improvement in attainment, particularly in literacy and numeracy

**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 celebrating the diversity of the Holmston school community. Almost all parents attended Parents' Evenings . All classes have held parent workshops to share learning with parents.

Almost all staff have undertaken CLPL raising awareness of future skills and Skills 4.0 framework. This has increased staff confidence in promoting skills for learning, life and work, and this has been developed in the peer visit opportunities.

Almost all staff have undertaken CLPL on 'Improving Gender Balance Education' and have explored issues around unconscious bias and stereotyping and are beginning to apply this in practice.

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.

All staff have participated in Digital Skills Day. Some staff engaged in further training in Assistive Technologies and are successfully implementing these to support all children, particularly those identified as dyslexic and pupils for whom English is a second language.

The Primary 1 teacher and EYP have visited all feeder nurseries as part of the transition process. New Primary 1 pupils for August, 2023 participated in two 'bump-up' sessions. Several of our new Primary 1 pupils also participated in Sports Day in June.

P7 pupils have attended transition events at their feeder secondaries. Identified pupils benefited from an enhanced transition.





## Evaluation Summary



### 1.3 Leadership of change

We actively promote and celebrate leadership at all levels. The leadership team is consultative and collegiate, and encourages a culture of lifelong learning. Both the HT and DHT have achieved the Standard for Headship. Both PTs have completed Leadership Development Programme 1, and one of them has completed Programme 2. One PT is an MTV Ambassador for SAC, and one Class Teacher is a cluster representative for MTV. The other PT is on the authority-level Play Based Learning Working Party. The

HT co-leads the Authority Numeracy Strategy Group and is

part of the SWEIC Mathematics Group. The DHT is on the Authority Literacy Strategy Group and is a Digital Champion. Two members of staff are trained in Nurture and a further two are MAPA trained. We utilise the talents and expertise of all staff: they lead Talk for Writing, Digital Literacy, Mathematics, Creativity, Metacognition and Play. We also encourage parents and pupils to take on leadership roles within the school.

In consultation with staff, pupils and parents the school has developed an aspirational curriculum rationale, underpinned by high expectations for all learners.

Priorities are identified through meticulous examination of all available data, and are linked to local and national drivers. We are committed to 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 support the development of the SIP.

All staff and pupils participate in school self-evaluation, and all parents are provided with the opportunity to reflect on the work of the school. At Holmston Primary, the link between the SIP, CLPL, School Vision and Values is evident.

All teaching staff have been involved in peer reviews and visits to other settings.

At most all pupils have begun to contribute views on HGiOURS and make suggestions for improvement. This will be continued next year with a focus on increasing pupil agency in planning and developing the curriculum. All pupils are involved in self- and peer-evaluation to identify next steps in learning. All staff are reflective and effectively use self-evaluation toolkits to facilitate innovation and change. All teaching staff have been active participants in school, cluster and authority-level moderation exercises.

In-service days and curriculum development meetings based on CfE and the SIP involve staff in policy making and curriculum design. PEF is used to support pupil achievement and remove potential barriers to learning. Regular monitoring and staff meetings demonstrate the positive impact this is having on attainment, particularly at Early Level. All staff confidently plan learning experiences to meet pupils' needs and regular moderation activities ensure attainment is robustly tracked. All support staff are skilled in leading interventions, facilitating the Accelerated Reader Programme and utilise their talents. The school is making **good progress** in this area.



## 2.3 Learning and teaching



Almost all pupils are motivated and engaged. They are encouraged to think with a growth mindset, use meta-cognitive powers for learning and MTV. All staff provide differentiated, creative learning experiences with almost all pupils agreeing they are enthusiastic and motivated to learn across the four contexts for learning. Almost all pupils are involved in curriculum planning. Displays throughout the school reflect high quality learning and pupil engagement.

A recent survey of pupils showed that almost all pupils agreed that:

***"In our school learning is challenging and enjoyable, our learning is varied. Our experiences include learning in the outdoors, learning in the community and further afield."***

Attainment levels in Literacy and English show almost all children are progressing well.

Play is highly valued as a context for developing children's capabilities and potential. Our approach and shared vision for child-led, purposeful play has been highly commended. This

has impacted most significantly on progress and attainment in Primary 1 and 2.

***"The teachers come in and play with us."*** (P3 Pupil.)

The ethos of self-evaluation, incorporating self and peer assessment has led to significant improvements in learning.

Most children agree that: ***"We get helpful feedback on our work. We understand what we have done well and what we need to do to improve."***

As a Rights Respecting School, pupils work cooperatively on their charters and are well-versed in the language of the UNCRC.

Pupils have participated in a variety of events throughout the school year; Maths Week Scotland, Book Week Scotland, World Book Day and various other charitable events to raise awareness and funds.

We value opportunities for Outdoor Learning; pupils have visited Ayr Beach, River Ayr, a working farm and participated in STEM workshops at Dumfries House, as well as Little Acorns Forest School. In addition, pupils have enjoyed a residential visit to Dolphin House, a science workshop at Maritime Museum and visited Kelvingrove Art Gallery, as well as Dundonald Castle. Almost all pupils agreed: ***"Our school provides a variety of learning opportunities that match our interests and aspirations."***

All staff use SAC frameworks to provide structure, progression and challenge.

Regular, reflective CLPL ensures our staff are up-to-date with effective pedagogies and national priorities. The impact is that all pupils are challenged appropriately. All staff use higher order questioning and a range of AifL strategies, encouraging pupil independence and meta-cognitive processes. All staff are confident in using Thinking Routines to further enhance learning.

All staff have attended CLPL on Talk for Writing and a progressive, whole-school approach is now in place. There is a strong reading culture at Holmston; Accelerated Reader is embedded in P4-7. The school has applied for Core Reading Schools Accreditation.

Mathematics is taught using the concrete, pictorial, abstract (CPA) approach. Almost all staff are trained and implement Number Talks.



Information Technology plays an important part in learning and teaching; almost all staff have invested in upskilling their own digital literacy. Digital Literacy and Computer Science have significantly improved across all stages as a result of specialist teacher input. All pupils are now aware of the importance of staying safe online.

The wider school community is well served at Holmston. The school has fostered strong links with Southcraig School and established a well-attended Makaton Club. When surveyed, our pupils stated: ***"I like going to Southcraig, we learn the sign of the week and sing songs."*** (P4 Pupil.)

All staff are confident in their assessment and judgements of pupil progress. Almost all staff ensure that feedback is focused on skills development and next steps for learning. E-profiling in P1 and 2 (using Evidence Me) has strengthened partnerships with parents.

The school is making **good progress** in this area.



### 3.1 Ensuring wellbeing, equity and inclusion



All staff use Wellbeing Assessment tools, and Boxall Profiles to identify individual needs. All staff are committed to inclusion and all pupils with specific additional needs are supported through the staged intervention process and Team Around the Child (TAC) meetings. The school has close links and works effectively with partner agencies.

All staff and pupils have a very good understanding of UNCRC. GIRFEC paperwork is completed for pupils on Stage 3 interventions and is incorporated into the Child's Plan and pastoral notes.

All staff undertake Child Protection training annually. The HT has completed Designated Manager training for LAC pupils. All staff comply and actively engage with statutory requirements and codes of practice. Most staff are trauma informed, and all staff have an understanding of adverse childhood experiences and how these can impact on pupils health and wellbeing.

PSAs are deployed to meet the needs of identified pupils, working in partnership with teachers and parents to provide high quality support. All PSAs participate in Authority and in-house CLPL.

A range of additional assessment and support materials are used to ensure inclusion; we have a diverse range of pupils, many of whom have complex needs and they are well-supported within the school. When surveyed, pupils stated that:

***"The resources for additional needs or autism and dyslexia make Holmston special."*** (P5 Pupil.)

The life and ethos at Holmston is consistently positive; school values are actively promoted by all stakeholders. Pupil Voice is integral to decision-making.

All pupils have the opportunity to participate in a wide range of sports and exercise. The Outdoor Classroom is used to take learning outdoors and encourage an active lifestyle. The whole-school participated in the Big Walk and Wheel, finishing second in South Ayrshire. Bikeability training is well-established in Primaries 5 and 6.

Our pupils are inclusive and supportive; we welcome pupils from Southcraig School to join our annual Sports Day. The RME and HWB programmes promote religious tolerance, acceptance of differences and respect.

There continues to be a very good standard of behaviour across the school.

All pupils are encouraged to take on roles of responsibility.

The school is involved in the Neighbourly Project with Marks and Spencer.



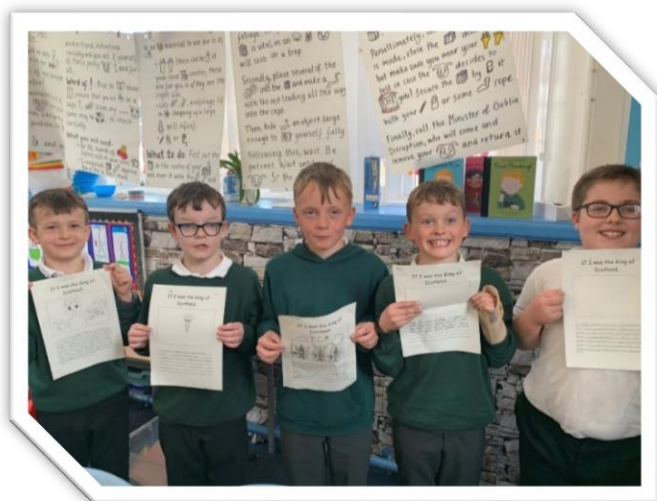
There are very good, effective transition programmes in place with feeder nurseries and secondaries. Additional information about the school, including video tours and staff introductions, is available on the school website.

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



As part of our rigorous quality assurance procedures, pupil progress and levels of attainment are robustly tracked. The school is data rich and all staff are confident in analysing data to identify trends and patterns, and to plan next steps in learning. SIMD, LAC and FME data is used to identify vulnerable pupils requiring specific interventions to close the attainment gap and challenge all learners. Professional dialogue during tracking meeting identifies challenge or supports required for learners. All teacher judgements are supported by a range of summative and formative assessments.

SNSAs are used in Primaries 1, 4 and 7. GLs were undertaken in Primaries 3, 5 and 6. SLT engage with the BGE Toolkit and work collegiately across the SWEIC. The school uses SEEMIS for recording progress, pastoral notes and for reporting to parents. Tracking reports were issued in November and March with a final narrative report written in June following the revised authority procedures.

The school improvement plan clearly identifies the focus on Literacy and Numeracy. CLPL has continued to develop staff confidence and high-quality teaching of Reading, Writing and Mathematics. Almost all pupils make good progress in Literacy and Mathematics.

The school is committed to inclusion and equity. Procedures for maximising attendance are robust and this has improved over the course of the year.

Pupils are encouraged to share wider achievements; there are opportunities for this in a range of contexts, including participation in local and national competitions.

### % Attendance

All pupils	2017-18	2018-19	2019-20	2020-21	2021-22
Holmston PS	94	94	93	92	91
South Ayrshire	95	95	94	95	92

General attendance figures remain high with most pupils maintaining an attendance of over 90%. The school follows South Ayrshire policy to monitor attendance and regularly communicates with parents and carers of those whose attendance is falling below appropriate levels.

Families taking holidays in term time that were postponed due to the COVID 19 pandemic have impacted upon attendance statistics. The school continues to work with families with low attendance in partnership with other agencies to remove barriers to attendance and support inclusion.



## Children attaining appropriate Curriculum for Excellence levels in Literacy, Numeracy and Health and Wellbeing in 2022/2023

Stage	Numeracy	Listening and Talking	Writing	Reading	Health and Wellbeing
P1	92%	92%	92%	92%	96%
P4	69%	81%	47%	72%	100%
P7	90%	90%	83%	86%	79.3%

In P1, all pupils assessed in Reading, Writing, Numeracy and Health and Wellbeing achieved levels which were either in line or higher than expected for their age.

In P4, most pupils assessed in Reading and Listening and Talking achieved levels which were either in line or higher than expected. Some pupils assessed in Writing and Numeracy achieved levels which were either in line or higher than expected for their age. All pupils assessed in Health and Wellbeing achieved levels which were either in line or higher than expected. P4 experienced two periods of lockdown (Sessions 2019/20 and 20/21) which has had a significant impact on attainment. In P7, almost all pupils assessed in Numeracy and Listening and Talking and most pupils assessed in Reading, Writing and Health and Wellbeing achieved levels which were either in line or higher than expected for their age.

### Attainment gap P1,4 and 7 combined Literacy

	2017-18		2018-19		2020-21		2021-22		2022-23	
	Holmston PS	South Ayrshire	Holmston PS	South Ayrshire	Holmston PS	South Ayrshire	Holmston PS	South Ayrshire	Holmston PS	South Ayrshire
<b>Most deprived</b>	87	69	86	68	66	56	79	57	75	67
<b>Least deprived</b>	91	86	100	91	83	78	100	83	75	85
<b>Attainment gap</b>	4pp	18pp	14pp	23pp	18pp	22pp	21pp	26pp	0pp	18pp
<b>Quintiles being compared</b>	Q1 vs Q4	Q1 vs Q4	Q1 vs Q5	Q1 vs Q5	Q1 vs Q4	Q1 vs Q4	Q1 vs Q5	Q1 vs Q5	Q1 vs Q5	Q1 vs Q5

\*pp = percentage points

Although the gap between quintile 1 and quintile 5 fluctuates each year the percentage point difference is always lower than the authority and in 2022/2023 there was no attainment gap difference between the most and least deprived learners. This is significantly lower than the authority in literacy.

## Attainment gap P1,4 and 7 combined Mathematics

	2017-18		2018-19		2020-21		2021-22		2022-23	
	Holmston PS	South Ayrshire	Holmston PS	South Ayrshire	Holmston PS	South Ayrshire	Holmston PS	South Ayrshire	Holmston PS	South Ayrshire
Most deprived	87	80	89	76	77	70	91	72	82	76
Least deprived	100	91	100	93	83	85	100	90	75	90
Attainment gap	13pp	11pp	11pp	18pp	6pp	15pp	9pp	18pp	7pp	14pp
Quintiles being compared	Q1 vs Q4	Q1 vs Q4	Q1 vs Q5	Q1 vs Q5	Q1 vs Q4	Q1 vs Q4	Q1 vs Q5	Q1 vs Q5	Q1 vs Q5	Q1 vs Q5

\*pp = percentage points

The attainment gap in mathematics is generally lower than the gap in literacy and learners in quintile 1 have consistently achieved higher than the South Ayrshire average. This year, learners in quintile 1 achieved higher than the authority average.

## % ACEL Attainment Over Time

Subject	2017/2018	2018/2019	2020/2021	2021/2022	2022/2023
Literacy	88	85	70	80	72
Numeracy	89	88	81	88	83

The school is making **good progress** in this area.



## The key priority for improvement in 2023/2024

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 is the capacity for improvement?

The school community has a clear strategic vision. Our shared purpose is to ensure that every child is given the opportunity to be the best they can be. Supported by the nurturing ethos of the Holmston family community, we will continue to improve relationships, collegiate working and effective leadership at all levels.

We will maintain effective approaches to teaching, learning, moderation, assessment, self-evaluation and improvement. High expectations and thorough Career-Long Professional Learning opportunities, linked to Professional Review and Development and the School Improvement Plan, ensure staff skills, knowledge and understanding are developed.

We will continue to review and develop systematic formal and informal procedures for monitoring the quality of learning and teaching. This will ensure consistent quality learning experiences for pupils as part of the school's quality assurance procedures.

We will continue to rigorously track pupils' progress through analysis of all available data so that prompt action can be taken and improvements can be celebrated.

