



Holmston Primary School

School Improvement Plan

2025 - 2026

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

- **The Promise:** Our commitment to Keeping the Promise
- **Family:** Promoting whole family wellbeing
- **Included:** Early help for children with diagnosed or undiagnosed additional support needs
- **Healthy:** Improving physical and mental health for children and young people
- **Voice:** Involving children and young people in local decision making
- **People:** Collaborative learning and reflection opportunities for the workforce

Education Services Priorities

- Engaged and Included
- Outstanding learning, teaching and assessment
- Developing our curriculum
- Self Improving Service

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 and young people
- 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.

"A compelling, innovative and engaging place to learn for all students."



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 3)	• <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> ○ School leadership ○ Teacher and practitioner professionalism ○ Parent and Carer involvement and engagement ○ Curriculum and Assessment ○ School improvement ○ Performance information

Summary of School Improvement Plan 2025 - 2026

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 3)				
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?
Almost all pupils are empowered, motivated and engaged by a meaningful and relevant curriculum that develops the four capacities and 6 global competencies. All pupils are provided with the opportunities to be active partners in their learning. All pupils celebrate and value their achievements and progress through a variety of reporting methodologies and profiles Almost all pupils become more skilled in setting personal targets and reflecting on own learning being able to identify next steps for themselves and track their learning journey.	1. Implementing a Deep Learning approach to curriculum design in order to develop skills for learning, life and work: 1a. Developing Policies – articulating the vision - Embed the profiling system linked to competencies -to include all 6Cs - Review the profile approaches in P1 – P3 linked to the 6Cs - Reviewing the vision statement in line with developing an inclusive, engaging and meaningful curriculum. - Explore/develop a tracking system for E&Os/benchmarks to ensure breadth of curriculum through personalised/inquiry based learning. 1b. Embedding staff professional knowledge and understanding of Deep Learning and developing pupil agency – - Provide further opportunities for collaborative planning and moderation to enable creation of new, shared knowledge and understanding about approaches - Embed approaches towards models of deep learning using the Learning Design Rubric to develop the six Global Competencies (6Cs) and use the four elements of learning design: - Learning Partnerships - Learning Environments - Leveraging Digital - Pedagogical Practices - Extend the number of learning partnerships - Making increased effective use of the learning environments including outdoor learning and virtual	RH/ Staff KM RH RH RH/Class teachers KM/Class teachers	August 25 Dec 25 October 25 Jan 26 Term 3 Term 4 Term 3 Term 4 Ongoing throughout session Term 1 Term 4	Quality assurance procedures demonstrate policy statements and 100% of visits identify the quality of teaching and learning is identified as good or better. Pupil survey indicates that almost all pupils enjoy learning and are making progress against the 6Cs. Pupils identify that they are asked about what they want to learn about and can discuss how they will go about this. All staff identify they are more confident in developing learning experiences based on a Deep Learning approach. 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. Staff confident in developing learning journeys using the principles of Deep Learning and the tools. All staff are confident in promoting thinking with a growth mindset and developing metacognitive skills

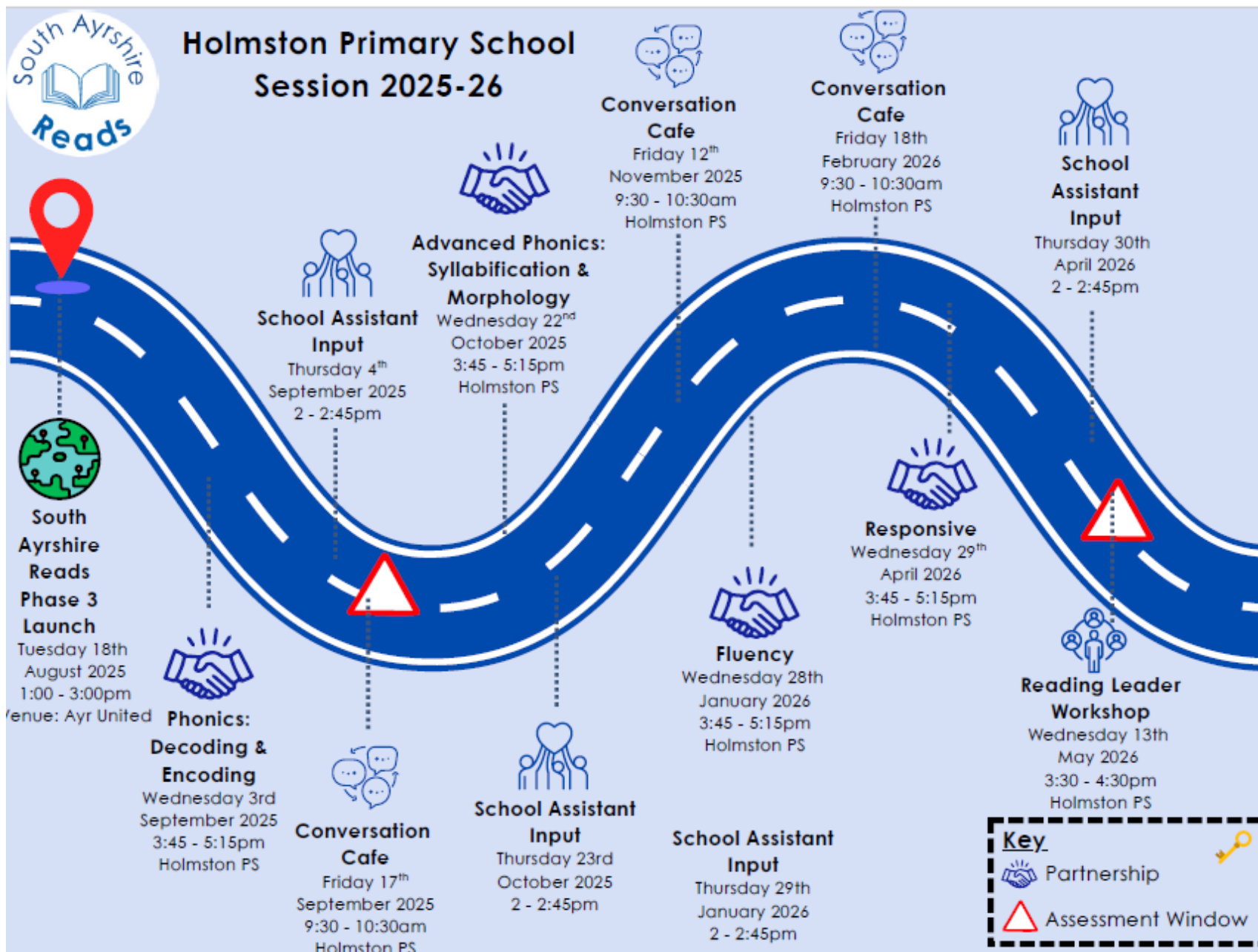
	- Leveraging digital – developing skills and understanding for increasing integration of new technologies for learning including AI - Staff and pupils are using the 6Cs are plan to develop these collaboratively through a range of contexts - Citizenship – links to UNCRC and GG, anti-racist curriculum - Collaboration - Communication - Creativity - Critical thinking - Character	KR/GD	Ongoing	Displays around the school reflect the vision and desired outcomes of deep learning
		Class teachers/RH	Term 1 Term 4	All pupils have a profile that they are proud of and this demonstrates their learning journey.
	1c. Develop approaches to curriculum making: Review and develop the Daydream Believer IDL/Project based learning – P4 – Marseum; P5 – Forestopia; P6 Solarpunk; P7 Seatopia (Teacher Initiated – Pupil agency) Provide staff CLPL on project-based/Enquiry based learning to develop pupil agency. Develop a series of planned CLPL based on available research to develop staff skills and confidence to develop units of work to be more enquiry focused. <i>This will be the main focus for this year's school improvement.</i> Pilot enquiry-based learning block of work. (pupil agency and voice driving learning)	Class teachers/RH	Term 1/2 Term 3	Pupils discuss their education using the language of learning and are aware of the next steps they need to take.
		RH	Ongoing through session Term 4	Parental Feedback identifies that profiles enable parents to support learning at home/support them in identifying strengths and areas for development.
		Class teachers	Term 4 Term 4	Feedback from pupils and staff
				Quality assurance procedures
				Almost all pupils are engaged, motivated and enjoy learning through increased pupil agency and opportunities to develop own learning. (pupil survey)
				Staff more confident in enabling pupil agency as part of the curriculum making process.

Almost all pupils acquire and use appropriate digital skills to support and deepen their learning, communicate, and can stay safe online.	2. Digital Skills Award and Online Safety (linked to leveraging digital theme) - The school builds on achieving the digital skills award. Audit against the 5 digital skills criteria, implement action against self-evaluation. Resources purchased as necessary. Ensure digital skills and computer science are embedded across the curriculum. Celebrate Internet Safety Day, screen-awareness week - Develop staff and pupil skills in using a wider range of technologies for learning, teaching, collaborating and communicating e.g. green-screen; spheros. - All staff consider the use of digital technologies when planning learning journeys.	GD GD/KR Class teachers	Term 1 Term 4 Term 2 and 3 Term 3 Term 4	Self-evaluation Validation visit Pupil focus groups Achieve digit skills award All staff consider leveraging digital as part of the planning process to deepen learning.
<i>85% of pupils to achieve expected levels by the end of the session in Reading</i> <i>75% of pupils achieve expected levels in writing by end of session (P1, P4 and P7)</i>	3a Meeting learner's needs, improving pedagogy in Literacy (linked to pedagogical practices) - South Ayrshire Reads Cohort 3 (see attached plan) - Review, reflect and extend the use of Talk 4 Writing to improve standards including through opportunities for moderation. - Review the use of target setting and self-assessment in writing. - Ensure pupils have access to inclusive technologies as appropriate. - Work towards the Communication Friendly Award within the context of Adaptive Teaching 3b. Meeting learner's needs, improving pedagogy in Numeracy (linked to pedagogical practices) - NDO to support identified staff in developing pedagogy in mathematics to reflect CPA approaches and meeting learner's needs. - Pilot termly Maths assessments to inform planning (PUMA Maths)	KR/Reading lead/SAR Team KR KR KR NDO RH	Ongoing throughout session Term 4 Term 1 Term 4 Term 1 Term 4	Evaluation of SAR Standardised data illustrates maintaining high standards in reading and increasing standards in writing. Standardised data Quality assurance procedures Analysis of data demonstrates termly assessments provide meaningful and useful data. Pathways more accurately meet the needs of the learners

All pupils have increased opportunities and experiences of different Learning Partnerships to deepen and enrich learning	3. To increase partnership working with a wider range of stakeholders to enrich the pupil learning experience and develop the 6Cs (link to learning partnerships) - Teachers develop the skills to be activators, coaches and catalysts to enrich and deepen learning. - Further increase number of partners to enhance and deepen the learning experience through e.g. - Contact chamber of commerce, - DYW Scotland, - Parents, - local businesses - SAR Team - NDO Further develop shared learning experiences building on relationship with school in India and Malaysia – develop opportunities for pupils to learn with and alongside each other. Build on our relationship with Southcraig School – extend opportunities for collaborative working and learning. Potential Christmas Showcase at Auld Kirk - Work towards continued recognition and accreditation in the International Schools Award (links to UNCRC, Global Goals)	KM KM KM KR/KM KM	Ongoing through staff meetings Term 1 Term 4 Ongoing as appropriate Ongoing Term 4	All pupils can articulate how there are partners in their learning. Feedback from all stakeholders identify how they value and are included in deepening the learning experiences Increased number of 'experts' to support curriculum delivery Pupils have the opportunity of working with pupils locally or internationally to develop their understanding of being a global citizen.
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Education Services Improvement Plan Priority 2: Outstanding Learning, Teaching and Assessment Educational Services Improvement Plan 2023 - 2026					
SAR Strategic Plan Priority: To raise attainment in literacy and to significantly reduce the reading attainment gap between the most and least disadvantaged children and young people in South Ayrshire South Ayrshire Reads Strategy Document					
ALL SOUTH AYRSHIRE SCHOOLS 2025-2026					
SAR Strategic Aim	Actions	Intended Impact	Resources	SAR Lead	Completion Date
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 To support and develop all education staff in South Ayrshire to implement best practice through a culture of shared knowledge, collaboration and enquiry	By June 2025 , ALL Phase 3 schools will have appointed a reading leader and, in collaboration with the South Ayrshire Reads team, planned how this role will be used to support reading development over the coming year.	The values, vision and aims of South Ayrshire Reads is consistent and clear to all stakeholders	- Role of reading leader discussed at planning meeting. - Reading leader workshop dates agreed. - Reading Leader meeting dates shared and agreed. - RL MS TEAM accessed for updates, relevant information and collaboration.	SAR PT's	June 2025
	By June 2025 ALL Phase 3 schools will have an identified SAR link person to direct enquiries / requests to.		South Ayrshire Reads strategy document - Access to SAR Professional Learning ThingLink - Link to SAR update video to be shared with school community	SAR Team	June 2025
	By August 2025 ALL Phase 3 practitioners will have had the opportunity to take part in a SAR collaborative launch.		- August Inservice Day SAR Launch - Collaboration across the Phase 3 cohort	SAR Team	August 2025
	By June 2026 , ALL Phase 3 schools will have participated in one reading leader-led workshop within their own setting, supporting the ongoing development of reading practice.		All Reading Leaders may attend four half-day sessions (September 2025, November 2025, January 2026, and April 2026) focused on building capacity and providing the knowledge and skills needed to lead impactful reading workshops within their own schools—both with staff and with parents—as part of a wider drive to raise attainment in reading.	LW	June 2026
	By June 2026 ALL Phase 3 education staff will have had the opportunity to engage in bespoke high-quality CLPL.		All CLPL is grounded in the Science of Reading, with a particular focus on embedding phonological awareness, phonics, fluency, and vocabulary—tailored to the specific needs of each school.	SAR PT's	June 2026
	By June 2026 ALL Phase 3 education staff will have had the opportunity to engage in additional high-quality CLPL in an area of interest.		Additional sessions—such as Critical Literacy, Disciplinary Literacy, Play-based Literacy, and Debating—will be planned, created, and delivered by the SAR Team to build on and enhance existing knowledge and practice.	SAR Team	June 2026
	By June 2026 ALL Phase 3 education staff will have had the opportunity to develop their practice in collaboration with the SAR team.		Collaborative activities include workshops, professional discussions, coaching sessions, and model video analysis.	SAR PT's	June 2026

	By June 2026 ALL Phase 3 establishments will have had the opportunity to engage with assessment implementation and data analysis from their setting.		○ Access to CLPL sessions focused on the interpretation, analysis, and evaluation of learner attainment to measure impact and inform next steps. ○ Opportunity to attend workshops and drop-in sessions focused on data literacy.	HMcb	June 2026
	By June 2026 ALL Phase 3 school will have had the opportunity to engage with and access support to implement and embed additional related SAR priorities		○ Reading Schools and Reading for Enjoyment CLPL opportunities ○ Communication Friendly Environments ○ Developing Writing through SAR	JM HMcb SL	June 2026
	By June 2026 ALL parents will have had opportunity to engage with workshops and learning sessions based on supporting their child's reading development co-led by Reading Leader.		○ Reading Leader will attend SAR led session prior to delivery of Parent Engagement Workshop ○ Notification of and access to authority SAR family engagement session / resources	Reading Leaders & SAR PT's SL	June 2026



Appendix B

Proposed Staff Meeting Plan linked to SIP

Staff Meeting	Theme
18.08.25 INSET 1	CP School Nurse SIP SAR Launch
19.08.25 INSET 2	Curriculum Planning
03.09.25 Staff Meeting 1	SAR 1: Phonics, Decoding and Encoding
15.09.25 Authority Twilight 1	Digital Strategy
24.09.25 Staff Meeting 2	Planning, Assessment and Expectations for Improvement Visit
20.10.25 INSET 3	Deep Learning, Enquiry Learning, PBL, IDL 1
22.08.25 Staff Meeting 3	SAR 2 – Advanced Phonics: Syllabification and Morphology
10.11.25 Authority Twilight 2	ASN
20.11.25 Staff Meeting 4	Moderation of Writing and Learning Visit findings
26.11.25 Staff Meeting 5	Deep Learning, Enquiry Learning, PBL and IDL 2
03.12.25 Staff Meeting 6	Deep Learning, Enquiry Learning, PBL and IDL 3
14.01.26 Authority Twilight	Cluster Priorities
28.01.26 Staff Meeting 7	SAR 3 - Fluency
10.02.26 INSET Day 4	Deep Learning, Enquiry Learning, PBL and IDL 4
20.02.26 Staff Meeting 8	Deep Learning, Enquiry Learning, PBL and IDL 5
04.03.26 Staff Meeting 9	Moderation Maths and CPA approaches
11.03.26 Staff Meeting 10	Deep Learning, Enquiry Learning, PBL and IDL 6
29.04.26 Staff Meeting 11	SAR 4 – Responsive
07.05.26 INSET 5	Deep Learning, Enquiry Learning, PBL and IDL 7
13.05.26 Staff Meeting 12	SAR 5
27.05.26 Staff Meeting 13	Deep Learning, Enquiry Learning, PBL and IDL 8

Appendix C - Summary of PEF Plan.

Outcomes – Aims (Details targets % 25/26 Smooth transition from ELC to Primary 1 for identified children, ensuring their mental health and wellbeing Maintain high standards of attainment in Reading, Writing and Numeracy as a result of high-quality interactions between adults and children in a high quality play-provision environment	Intervention 1 EYP appointed to ensure: • 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 as a new class is formed • 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	Children happy and settled in P1 as a result of positive and nurturing relationships. Observations of children's learning indicate significantly improved attainment in Reading, Writing and Mathematics. A number of children achieving Early Level earlier than expected. Depth of understanding and confidence in applying skills in real-life contexts. Children able to express themselves and articulate their understanding Confidence and fluency in Reading. Application of Phonics in Writing – several children able to write independently. Children confident in using concrete materials to develop understanding in Numeracy and Mathematics. Play is integral to learners' experiences. Maintaining high attainment in NSAs.
Measures 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 Developmentally appropriate interventions and support for targeted children Shared planning for progression and continuity NSA and teacher Judgments	Intervention 2 0.1 teacher and 15.5 hours hrs Pupil support assistant to work on specific interventions to close gaps in learning with a focus on writing. Interventions to consider as appropriate include: • 3 Read Approach and Numicon • Plus 1 and Power of 2 programme • PAT Phonics • Toe by Toe Focus cohort: Primary 4, 6 and Primary 7	Individual pupils make sufficient progress they no longer require interventions and can begin to access the learning through the differentiation within the class with pupils identified as on track or making progress against STINT targets.

