



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 2024

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Introduction

At Holmston Primary School we put the child at the centre of everything we do. It is our vision that the learners at Holmston Primary receive an education for the 21st Century, which encompasses, creativity, collaboration, critical thinking, communication, citizenship and character and develop the skills required for lifelong learning.

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 learners have the opportunity to reach their full potential.

This education for the 21st century is delivered in a motivating manner which results in the learners 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, expectations and encourages learners to be active participants and leaders in their learning.

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 celebrate their successes.

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 learners' 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

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

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 learners is 196. The number of learners in Quintiles 1 and 2 is 78 (41%) and those entitled to free school meals is 25 (13%).

This session, we have full time staffing of 10.4 FTE consisting of a Head Teacher, Depute Head Teacher, 1 Principal Teacher, 2 Acting Principal Teachers (one FTE and one 0.6 PEF-funded) and three 1.0 FTE Class Teachers, one 0.6 FTE Probationer, four 0.6 FTE Class Teachers. We have a 0.4 FTE Pupil Support Teacher. Learners and staff are supported by six School Assistants, one EYP, two Clerical Assistants, two Janitors, two Cleaners and four Catering Staff.

SIMD Percentage Profile 2023-2024

Quintile 1	Quintile 2	Quintile 3	Quintile 4	Quintile 5
35%	6%	39%	19%	1%

Exclusions

There have been no exclusions during this session





Holmston Primary has 196 children on the school roll. Most children who enter Primary 1 have previously attended local authority or private pre-5 establishments. The school enrolls children from up to 12 different nurseries. The associated secondary school is Belmont Academy. Learners 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 raise funds for the benefit of all Holmston learners. 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. Learners influence decision-making and policies. They are active in working groups across the school. 95% of learners agreed or strongly agreed that, **"My school listens to our views and takes them into account."** (Pupil Survey 2024) 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.

Our Pupil Equity Funding was used to provide targeted intervention and support for identified learners (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 an established 'soft' start to the school day in Primaries 1 – 4 and we do not use a school bell. As a result, our learners experience a calmer working environment, which further supports our neuro-diverse learners.



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 through developing and implementing a deep learning approach to curriculum making (Year 1)

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 leadership
- Teacher and practitioner professionalism
- Parent and Carer involvement and engagement
- Curriculum and Assessment
- School improvement
- Performance information

Links to HGIOS 4

- 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

Implementing a Deep Learning approach to curriculum design in order to develop skills for learning, life and work

- All staff have engaged with CLPL on Deep Learning
- Teaching and learning approaches across the school have been further enhanced by the implementation of Deep Learning pedagogies including a focus on developing the six global capacities (6Cs) and the Deep Learning – Learning Design process. This includes reflecting on Learning Relationships; Learning Environments; Pedagogical Practices and Leveraging Digital.
- Teaching and Learning Policy, Curriculum Rationale and Curriculum Narrative have been reviewed and now reflect the Deep Learning approaches.
- Some Staff have piloted an innovative approach to IDL through the 'Solarpunk Island' project. This was teacher initiated but then developed through pupil agency and voice in the planning of how this project evolved. Staff have worked collaboratively with schools nationally to share and develop experiences.
- Peer learning visits have been structured around the deep learning planning process and inclusion of the 6Cs with all staff having the opportunity of learning with and from each other.

Developing Outdoor Learning Experiences (linked to Learning Environment theme)

- We value opportunities for Outdoor Learning; learners 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, learners have enjoyed a residential visit to Dolphin House, a Titanic workshop at Scottish Maritime Museum and visited Kelvingrove Art Gallery, as well as Dundonald Castle. Almost all learners agreed:

"Our school provides a variety of learning opportunities that match our interests and aspirations."

- An Outdoor Learning Timetable has been set up and there is regular, planned opportunities for learners to engage in Outdoor Learning experiences.

- Teachers in Primaries 1, 2 and 3, an Early Years Practitioner and a Pupil Support Assistant completed CLPL – ‘Moving it on! Outdoor Learning with Added Challenge’ – exploring the key principles of high-quality, challenging outdoor learning experiences.
- The school has prioritised spending to develop outdoor areas to create an outdoor classroom with a range of resources supplemented with loose parts and the internal courtyard is now accessible as a multi-purpose and inclusive outdoor learning space. We were successful in securing grant funding from The Ernest Cook Trust for this.
- The school has achieved the Royal Horticultural Society Level One School Gardening Award.
- The Early Years Practitioner responsible for ‘The Natural World’ aspect of Outdoor Learning has achieved ‘Getting Started with School Garden’ and ‘Basic Horticultural Skills for School Gardening’ certification.
- Members of the local community have led pupil workshops on growing and looking after plants and vegetables.
- The school has forged links with the local community and Primary 5 visit our allotment on a weekly basis in the autumn and summer terms.
- Learners in Primary 5 have completed Level 1, and Primary 6 have completed Level 2 Bikeability Training.
- The South Ayrshire overview and lesson plans from The Outdoor Classroom on Glow – Urban, Forest and Beach for Early, First and Second Level – have been shared with teaching staff.
- Staff plan opportunities for learning outdoors and make full use of the local environment.
- Primary 1 participated in river and woodland walks and visited Little Acorns Forest School for a bespoke block of outdoor learning experiences – ‘Forest Flora & Fauna’ from The Outdoor Classroom (Early Level).
- Primary 2 visited a working farm at Dumfries House as part of their focus on life cycles, as well as Robert Burns Birthplace Museum and the surrounding area. They also completed a four-part unit on ‘Shelter Building’ – using large-scale construction materials and loose parts – from The Outdoor Classroom (First Level).
- Primary 3 visited Wallace’s Heel on the River Ayr Walk and utilised the Riverside Sports Arena to develop their athleticism.
- Primary 4 visited the Scottish Maritime Museum.
- Primary 5 visited Whitelees Windfarm to develop their knowledge and understanding of wind power during their Sustainable Energy Topic. They also visited Dundonald Castle.
- Primary 6 visited Little Acorns to undertake ‘Fires to Cook’ – a block of progressive lessons from the ‘Forest’ section of The Outdoor Classroom (Second Level). They recently participated in the local authority Triathlon event.
- The fully immersive residential trip to Dolphin House enabled Primary 7 pupils to fulfil the ‘Beach’ unit – rockpooling – of The Outdoor Classroom (Second Level).

Digital Skills Award and Online Safety (linked to leveraging digital theme)

- Time has been allocated for a member of teaching staff to lead the school's journey towards the Digital Skills award.
- Two members of staff are Digital Champions
- One member of staff is a Microsoft Certified Educator
- Staff make use of the South Ayrshire lending library and have borrowed items such as the green screen, VR Headsets and microbots.

- In upper primary, a number of digital leaders share skills and experience with younger peers and assist with the digital aspects of assemblies and performances.
- The digital skills working party has completed an audit against the 5 digital skills criteria, and have created an action plan.
- Resources to support digital skills have been purchased as necessary.
- The school has a number of iPads and Laptops readily available to supplement and enhance learning, thus ensuring digital skills and computer science are embedded across the curriculum.
- Assistive technologies are used consistently across the school to help learners with additional support needs access the curriculum and achieve success. All staff have attended CLPL delivered by CALL Scotland to raise awareness of technologies available to support learners in the classroom.
- All staff consider leveraging digital as part of the planning process
- All staff are confident in teaching coding at their stage
- Teams is used consistently from Primary 4 - 7 for homework activities and sharing learning.
- Evidence me is used consistently from Primary 1 – 3 for communicating with parents and sharing learning.
- All staff use TEAMS and OneDrive to access and share documents, this supports collaboration between staff in working parties, and to take forward the school priorities.
- The school has established a link with a school in India and learners have participated in a TEAMS call communicating, collaborating and sharing their learning. This will be further developed next session.
- Celebration of Safer Internet Day in which P7 Digital Leaders led assemblies and workshops for learners and parents.
- 98% of learners say that, **“I know how to keep myself safe online” (Pupil Survey 2024)**
- CLPL opportunities, that support learning with and through digital technology, are regularly shared with all staff. Digital CLPL is offered in line with staff digital skills evaluations.
- School X (Twitter) account is updated regularly and features pupil learning and achievements.
- Widespread use of digital technology in teacher planning, assessment and administration.

Meeting learner's needs, improving pedagogy in Mathematics (linked to pedagogical practices)

- One member of staff is identified as the maths lead in school.
- Cluster project based around Fraction, Decimals and Percenatges increased staff understanding and approaches to teaching was successfully rolled out. Enabling staff to learn with and from each other with reciprocal visits to the cluster schools.
- CLPL on aspects of concrete, pictorial and abstract approaches to maths provided by Numeracy Development Officer to staff.
- Cluster Pupil Support Teacher works with targeted learners to close gaps in skills.
- A range of resources are used to support the teaching of numeracy and maths including Number Talks, Heinemann Active maths and ICT / digital.
- Alternative interventions such as Power of 2 and Numicon Breaking Barriers have been introduced to support learners in maths.
- Maths activities are planned to incorporate real life contexts and a broad range of maths skills, preparing learners for life and work.

- SNSA data and teacher judgements indicate rising standards in P1 since the introduction of Play based Learning approaches.
- Most staff have attended CLPL on Mathematical Mindsets
- Learning visits identify thinking with a mathematical mindset is used as part of the approaches to learning and teaching in most classes

Meeting learner's needs, improving pedagogy in Literacy – Reading (South Ayrshire Reads) (linked to pedagogical practises)

- SNSA data and teacher judgements indicate rising standards in P1 since the introduction of Play Based Learning approaches.
- A range of reading material is available to suit the needs of each learner.
- The Cluster Pupil Support Teacher works with targeted learners.
- 10.9% of pupils have been identified as dyslexic
- A range of interventions are used to support targeted learners. E.g. Toe by Toe
- Targeted learners participate in one-to-one / small group reading activities with teaching staff and support staff.
- All staff have completed training from the South Ayrshire Reads Team on the teaching of phonics to ensure a consistent approach.
- North Lanarkshire Active Literacy approaches are embedded throughout the school.
- Learners confidently use a range of strategies to aid comprehension of texts.
- All classes have participated in fortnightly visits to the local library as the school promotes Reading for Pleasure
- Learners in P7 and P1 regularly read together for pleasure.
- A playground 'Booknic' club has been organised and enjoyed by learners during fair weather breaks.
- 98% of learners agree or strongly agree that, **"I am happy with the quality of teaching in my school."** (Pupil Survey 2024)
- Reading school representatives are identified in P3-P7. These learners have led and consulted with their classes on any activities/events related to reading in school this session.
- The school has successfully achieved Silver Level of the Reading Schools Award.
- Learners are consulted on the genres of texts they would like to read before purchasing books for the school library, these are then shared and promoted with learners before release to the library shelves.

To increase partnership working with a wider range of stakeholders to enrich the pupil learning experience and develop the 6Cs (link to learning partnerships)

- Following interest in refugees in P4, a link was established with the Ukrainian Refugee Support Team. This in turn led to Ukrainian refugees coming into the school to talk to learners.
- P4 learners lead a Shoe Box Appeal for Ukrainian Refugees and sent the boxes to Ukraine in partnership with the Ayrshire Ukrainian Community Group.
- The school has worked closely with Southcraig throughout the year on a number of projects:
 - ✓ Primary 3s have visited the school to learn Makaton.
 - ✓ Southcraig Pupils have learned the same songs for our Easter and Harvest Services and joined us at the church to celebrate together
 - ✓ Southcraig pupils are invited to join our pupils for sports day

- Through the British Council, we have linked with a school in India. Sessions through TEAMS have been arranged wherein learning and cultural exchanges are shared. To date pupils have been taught Indian Dance whilst we have shared Scottish dance and poetry with our peers in India. Further collaboration is planned for next session.
- Chief Chebe has delivered African Drumming and / or Storytelling to all classes
- Learning in respect of the World of Work has been enhanced through partnerships with the Chamber of Commerce and DYW.
- P5-7s worked with Scottish Opera to deliver a musical project, which was then showcased to parents and carers.
- P7s attended a Career Fair at Ayr Town Hall organised by Ayr Rotary Club, with over 30 employers in attendance.
- This session we have built strong relationships with Forehill Library and their librarian, who has helped us in our Reading School journey. She has facilitated author visits and library trips and next session hopes to promote afterschool opportunities in the library.
- We have worked with Waterstones Book Shop to ensure all learners have access to a free book on World Book Day. They have also promoted our P3's Book of Stories which was recently published.
- Photography students from our cluster secondary came to photograph the P3 book launch.
- Our Primary 6 pupils have visited one of our feeder nurseries and read to the younger children.
- Science Week involved several employees from STEM related industries sharing their career paths and interests with learners. All learners had the opportunity to take part in age-appropriate workshops.
- Active Schools have provided a total of 10 different afterschool clubs this session
- Sports Leaders from Belmont Academy have provided gymnastics outputs to 2 classes
- A partnership with Living Streets has encouraged more active travel to school. This is recorded daily and the school has been in the top ten leaderboard for Scotland on several occasions
- The school participated in the Beat the Street walking initiative in association with Intelligent Health and came third in the authority.
- The school took part in the Walking Places project in partnership with Living Streets wherein JRSOs and house / school captains looked at safety in our local community in respect of active travel.
- P6 and P7 have been linking with other schools across the authority for live French lessons, delivered by our 1+2 authority lead.
- We have an allotment and work with local gardeners to grow produce
- We work with Rev. Gemmell, from our local church, and our pupils have presented assemblies and services in the church as well as contributing to the church community, for example, reciting Burns' poems at the Auld Kirk Church Burns Lunch.
- Primary 7s attended a Burns Supper at Ayr Town Hall organised by Alloway Burns Club
- We have held a number of open afternoons and parental workshops including internet safety and play based learning, allowing the school to share learning and keep parents informed of important curricular initiatives and areas of school improvement
- A comprehensive programme for transition to P1 is in place whereby staff visited ten feeder nurseries to meet the new P1s with a further two visits to the school for the pupils and their parent / carers.

- Teachers from the catchment secondary involved in delivering lessons to pupils in P7 during Term 4.
- Class teachers are given regular opportunities to plan, develop and share good practice with regard to further developing Deep Learning within the school.

PT for Equality and Equity (PEF funded).

- All staff introduced to the Sustainable Development Goals (SDGs) and guidance provided to incorporate SDGs into planning increasing understanding of the UNCRC and SDGS
- Whole school participation in Global Citizenship Week raising awareness of the SDGs, each class responsible for at least two Global Goals
- Deep learning developed collaboratively during Global Citizenship Week with each class focussing on one aspect from the 6Cs of deep learning
- All staff confident in delivering Making Thinking Visible routines, which are embedded into their learning and teaching approaches.
- Learners confident when using Making Thinking Visible routines and are more able to make connections, build explanations, consider different viewpoints and uncover complexity
- Rights and Equalities group created to raise awareness of anti-racist curriculum principles
- Last year's participation in Black History Month was built upon and expanded this session, teachers were provided with resources and support to incorporate anti-racist curriculum principles in their own classes and throughout the year.
- A range of diverse reading material was purchased for the school library to reflect the society and world that we live in today. Staff meeting time was allocated to discuss the texts purchased and ask any questions that may arise from the children. The books were discreetly identified and introduced into the library stock
- The whole school participated in carefully planned activities to commemorate Holocaust Memorial Day developing the learner awareness of inclusion and differences
- A relative of a Kindertransport survivor visited the upper school learners giving an inspiring talk on the importance of inclusion and the impact the Holocaust had on society at the time and to this day
- Every class enjoyed a live literature author visit from Chief Chebe via the Scottish Book Trust focussing on themes of identity and transition
- Whole school participation in a day of African drumming workshops



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. All PTs have completed Leadership Development Programmes 1 and 2. One PT has a PGDE in Enhanced Educational Practice. One PT is an MTV Ambassador for SAC. One PT has completed the Froebel in Childhood Practice course with Edinburgh University and is on the authority-level Play Based Learning Working Party. The HT is part of the SAC curriculum innovation group and the DHT is on the Authority Literacy Strategy Group and is a Digital Champion. Three members of staff are trained in Nurture and a further seven 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 learners to take on leadership roles within the school, E.g. Pupil Council, JRSO, Reading School Representatives and Digital Leaders. Pupils are consulted prior to the purchase of resources and changes within the school.

Almost all staff are trained in Nurturing Approaches and are ACE/Trauma aware to promote positive relationships. 99% of learners agreed or strongly agreed that ***"Staff treat me fairly and with respect."*** (Pupil Survey 2024)

In consultation with staff, learners, 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. We have started our journey towards Deep Learning, developing the skills of collaboration, critical thinking, communication, character, citizenship, and creativity, preparing our learners for life and work.

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 learners 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.

Almost all learners 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 learners 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

learner 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 learners' needs and regular moderation activities ensure attainment is robustly tracked. All support staff are skilled in leading interventions, facilitating the Accelerated Reader Programme, and utilising their talents effectively. The school is making **good progress** in this area.

2.3 Learning and teaching Almost all learners are motivated and engaged. Staff are beginning to implement what they have learned about Deep Learning into their curriculum planning. Most staff have attended CLPL on mathematical mindsets. All learners are encouraged to use meta-cognitive powers for learning and the thinking routines of MTV. They are beginning to consider the six Cs of Deep Learning. Almost all learners can discuss thinking with a growth mindset and learning visits highlight that thinking with a mathematical or growth mindset messages are used as part of the approaches to learning and teaching in almost all classes. MTV approaches are embedded across the school.

All staff provide creative learning experiences that meet each learners' needs with 98% of learners agreed or strongly agreed that **"I am happy with the quality of teaching in my school"** (Pupil survey 2024)

Almost all learners agree they are enthusiastic and motivated to learn across the four contexts for learning. Almost all learners are involved in curriculum planning. Displays throughout the school reflect high quality learning and pupil engagement.

Learning visits identify that almost all learners are engaged in their learning. **90% of learners agreed or strongly agreed that "I enjoy learning at school."** (Pupil Survey 2024)

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

97% of parents say "I am satisfied with the quality of teaching in the school." (Parent Survey 2024)

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



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

We value opportunities for Outdoor Learning; learners have visited Ayr Beach, River Ayr, a working farm and participated in STEM workshops at Dumfries House and Whitelees Windfarm as well as Little Acorns Forest School. In addition, learners have enjoyed a residential visit to Dolphin House, a science workshop at the Maritime Museum and visited Kelvingrove Art Gallery, as well as Dundonald Castle. **97% of learners agreed: "My school listens to our views and takes them into account." (Pupil Survey 2024)**

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 learners 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.

The Talk for Writing approach is embedded across the school and a progressive, whole-school approach is in place. There is a strong reading culture at Holmston; Accelerated Reader is embedded in P4-7. ***It was great to read our Accelerated Reader books outside in the nice weather. It was nice to read in an open space.*** P7 Pupil.

The school has gained Silver Reading Schools Accreditation. An outdoor library has been set up and is being enjoyed by pupils at lunch and break times. All pupils have been involved in the Reading Schools journey participating in online Author's Live events, visits to the local library and Waterstones book shop and several different activities in class.

"The Boy At The Back Of The Class was my favourite book in the world! When we got to chapter two I loved it because in the book they all went to see the Queen. We also filled up shoe boxes and the teacher got some surprises because we collected so much stuff and we filled them up and then we sent them to Ukraine!! Yey! (Primary 4 pupil)

Mathematics is taught using the concrete, pictorial, abstract (CPA) approach. Almost all staff are trained in 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 learners are 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. When surveyed, our learners stated: ***"I like going to Southcraig, we learn the sign of the week and sing songs."*** (P3 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 learners with specific additional needs are supported through the staged intervention process and Team with the Family (TWIF) meetings. The school has close links and works effectively with partner agencies. **100% of learners say “My school helps me to understand and respect other people.”** All staff and learners have a very good understanding of UNCRC. GIRFEC paperwork is completed for learners 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 learners' health and wellbeing.

PSAs are deployed to meet the needs of identified learners, 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 learners, many of whom have complex needs and they are well-supported within the school.

“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 learners have the opportunity to participate in a wide range of sports and exercise. Our active school colleagues have delivered 10 different afterschool clubs this session and we have also had inputs from local clubs, including Ayr Rugby Club and The Royal Scottish Country Dancing Society. The Outdoor Classroom is used to take learning outdoors and encourage an active lifestyle.

The whole-school participated in the Beat the Streets initiative finishing third in South Ayrshire and winning £100 to spend on books for the school library. The school is consistently in the top ten of the WOW Living Streets Scotland Walking Challenge.

Bikeability training is well-established in Primaries 5 and 6 with almost all pupils achieving level 1 in P5 and Level 2 in P6. **94% of learners say that “there are lots of chances at my school for me to get regular exercise”** (Pupil Survey 2024)

Our learners are inclusive and supportive; we welcomed learners 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 an exceptionally good standard of behaviour across the school. All learners are encouraged to take on roles of responsibility.

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

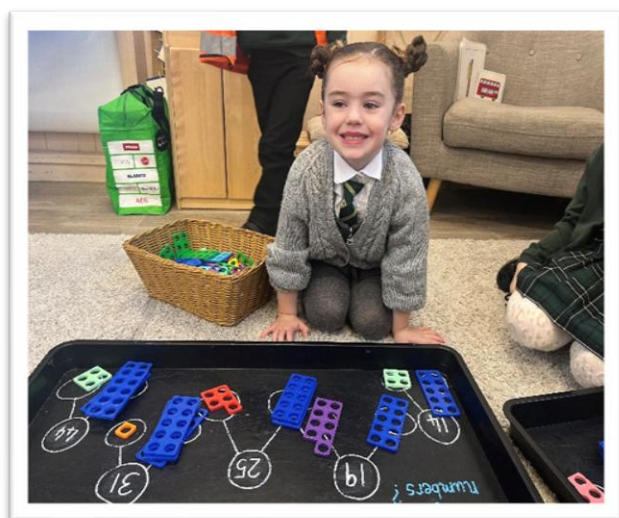
There are very good, effective transition programmes in place with feeder nurseries and secondaries. Additional information about the school, including video tours and staff introductions, is available on the school website.

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 learners 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 learners 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.

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

Attendance %

2021/2022	2022/2023	2023/2024
90.67	92.25	92.83

General attendance figures remain high with most learners maintaining an attendance of over 93% with the South Ayrshire average being 92%. The school follows South Ayrshire policy to monitor attendance using the Promoting Attendance Guidance and regularly communicates with parents and carers of those whose attendance is falling below appropriate levels.

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 2023/2024

	P1	P4	P7	Combined
L & T	83%	81%	96%	87%
Reading	83%	75%	96%	85%
Writing	74%	69%	92%	78%
Literacy	74%	69%	92%	78%
Numeracy	78%	75%	96%	83%
H&WB	100%	94%	96%	97%

In P1 most learners assessed in Reading, Listening and Talking achieved levels which were either in line or higher than expected for their age. All learners in HWB achieved levels either in line or above the expected level and some learners in Writing and Numeracy achieved expected levels.

In P4, some learners assessed in Reading, Writing and Maths achieved levels which were either in line or higher than expected. Most learners assessed in Listening and Talking and almost all learners in HWB achieved levels which were either in line or higher than expected for their age.

In P7, almost all learners assessed in Numeracy, Listening and Talking, 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
Most deprived	87	69	86	68	66	56	79	57	75	67
Least deprived	91	86	100	91	83	78	100	83	75	85
Attainment gap	4pp	18pp	14pp	23pp	18pp	22pp	21pp	26pp	0pp	18pp
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

2023 – 2024 Attainment gap in Literacy

Figures in brackets = number of pupils

	L&T	Reading	Writing	Literacy
Most Deprived (32 pupils)	81% (26/32)	81% (26/32)	75% (24/32)	75
All Others (48 pupils)	90% (43/48)	85% (41/48)	77% (37/48)	77
Attainment Gap	-9pp	-4pp	-2pp	-2pp

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 in Literacy. This is significantly lower than the authority in literacy. This year, there is a gap of 2 percentage points between Q1 and Q2-5.

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. In 2022 - 2023 learners in quintile 1 achieved higher than the authority average. This year, there is a gap of 6 percentage points between Q1 and Q2-5.

2023 – 2024 Attainment gap in Numeracy Figures in brackets = number of pupils

2023 – 2024 Numeracy	Numeracy
Most Deprived (25/32 pupils)	78%
All Others (41/49 pupils)	84%
Attainment Gap	-6pp

% ACEL Attainment Over Time

Subject	2017/2018	2018/2019	2020/2021	2021/2022	2022/2023	2023/2024
Literacy	88	85	70	80	72	78
Numeracy	89	88	81	88	83	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 with a focus on increasing pupil agency through participation in the SAL Adaptive Teaching Programme and Inquiry/Project based learning.

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 learners as part of the school's quality assurance procedures.

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

