



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 2026

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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 188. 46 of pupils are affected by the poverty related attainment gap. 48% of learners on the school roll are recorded as requiring additional support with their learning. 1.1% of the school role is care experienced. 12.1% have English as an additional language. In P6 and P7, 15% of children are registered for free school meals and the School Clothing Grant

This session, we have full time staffing of 10.9 FTE consisting of a Head Teacher, Depute Head Teacher, 1 Principal Teacher and 10 classteachers. We have a 0.4 FTE Cluster Pupil Support Teacher. Learners and staff are supported by five School Assistants, one EYP, two Clerical Assistants, two Janitors, two Cleaners and four Catering Staff.

SIMD Profile 2025-2026 (number of pupils) Based on 2025/2026

Quintile 1	Quintile 2	Quintile 3	Quintile 4	Quintile 5
62	21	66	31	8

Exclusions

There have been no exclusions during this session





Holmston Primary has 188 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 attend 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 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 and open afternoons. 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.

86% of learners say "My school offers me the opportunity to take part in activities in school beyond the classroom and timetabled day" (HMIE Inspection Questionnaire January 2026)

We encourage and praise and display wider achievements, 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, through funding a temporary part time PSA, a full time EYP, and a part time teacher for continued work on improving gender balance and equalities.

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 2)

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 and the 6 Cs are embedded across the curriculum.
- Staff meetings are planned to facilitate the sharing of Deep Learning Research and share practice of it's application in our classes.
- 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. All staff consider Learning Relationships; Learning Environments; Pedagogical Practices and Leveraging Digital when planning learning experiences.
- Profile system has been reviewed and implemented, all Primary 4- 7 pupils have profiles incorporating Deep Learning Competencies, skills progressions, self-evaluation and targets. Pupils in Primaries 1-3 complete 'floor books' detailing their progress and achievements throughout the school year.
- All staff in upper school have undertaken an innovative approach to IDL through the Solarpunk Island, Forestopia, Seatopia and Marseum IDL projects which further developed Deep Learning skills.



- 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.
- Adaptive teaching pedagogies are embedded across the school.
- All staff are more confident and are implementing a wider range of assistive technologies within the classroom to support learners and to enhance teaching and learning experiences.
- Play based learning is embedded in Primary 1 and 2.
- Parents and partners are regular visitors to the school and have shared their work experience and skills with learners. A farmer visited P3 to talk about her role in milking, this was followed up by a visit to a dairy farm. Beggs Knitwear worked with pupils in P6 during their Solar Punk project and Primary 5 had a visit from a helicopter pilot.
- Primary 6 have participated in Cycling Scotland's Bikeability Scheme attaining Level 2. Parent volunteers assisted the delivery of the programme.
- RCDS have worked with P5 pupils to teach Scottish Country Dancing. P5 pupils joined with other schools to showcase their skills at the Town Hall in November 2025
- Primary 4 and Primary 5 pupils enjoyed participating in Dancemania and the Belmont Academy Dance show led by the Belmont Dance Leaders in conjunction with Active Schools.
- The school has a variety of partnerships with outside clubs and organisations including, UnderSky, Ayr Cricket Club, Ayr Rugby Club, Ayr Rotary Club, and Living Streets all of whom have enhanced the provision of curricular and extra-curricular activities throughout the school.
- Primary 7 sang at a number of nursing homes during December.



Developing Outdoor Learning Experiences (linked to Learning Environment theme)

- We value opportunities for Outdoor Learning; learners have visited River Ayr, 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, participated in workshops at Glasgow Science Centre and have completed a visit to Dundonald Castle. Our recent inspection identified



"A skilled staff team, that develop exciting and well-planned approaches to learning and teaching which engage and motivate children."

- An Outdoor Learning Timetable has been set up and there is regular, planned opportunities for learners to engage in Outdoor Learning experiences.
- Staff plan regular opportunities for learning outdoors and make full use of the local environment.
- Primary 1 participated in river and woodland walks and have visited Little Acorns Outdoor Learning facility.
- Primary 2 visited a working farm at Dumfries House as part of their focus on life cycles.
- P3 visited Coylton Dairy Farm and have been on Riverside walks.
- Primary 4 Visited the Maclaurin Galleries as part of the Marseum IDL topic.
- Primary 5 visited Dundonald Castle and Ayr beach

alongside participating in Riverside walks

- Primary 6 visited Little Acorns to develop survival skills linked to their Solar Punk project.
- The fully immersive residential trip to Dolphin House enabled Primary 7 pupils to achieve the John Muir Award.

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
- 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.
- P3 children use coding skills well to program digital robots and P6 children developed a class policy about the safe and responsible use of artificial intelligence.
- The school has a number of iPads and Laptops and electronic pen readers 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 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.
- 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.

- 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.
- Widespread use of digital technology is evident 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 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 intervention such as Plus 1, 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.
- NSA data and teacher judgements indicate rising standards in P1 since the introduction of Play based Learning approaches.
- A member of staff attended a 5-day maths CLPL led by the authority NDO.
- 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 – (linked to pedagogical practises)

- NSA 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.
- 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. The school achieved the Gold Reading Schools Award in June 2025.
- Scholastic Book Fair is in the school during each parent's evening, and learners are encouraged to choose books to purchase and select titles to be included in the school library.
- All classes regularly participate in virtual Author visits and participate in World Book Day and Scottish Book Week activities.
- The Cluster Pupil Support Teacher and additional teacher works with targeted learners.
- A range of interventions are used to support targeted learners. E.g. Toe by Toe, Word Wasp



- Targeted learners participate in one-to-one/small group reading activities with teaching staff and support staff.
- All staff have attended training and information sessions about South Ayrshire Reads which continues to be a focus for improvement in the next School Improvement Plan.
- Learners confidently use a range of strategies to aid comprehension of texts.
- During the recent inspection it was noted that *"Almost all children are eager to learn. In all classes, children make choices about what they want to learn."*

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

- Pupils are becoming increasingly involved in planning learning within their classes. They also have the opportunity to be part of pupil groups and through assemblies to contribute to the development of the school. Pupil groups lead assemblies and lessons in areas including neurodiversity, equality, and road safety.
- The school has worked closely with Southcraig throughout the year on a number of projects:
 - ✓ Primary 3s and 5s have visited the school to learn Makaton.
 - ✓ Both Holmston Primary and 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 and Indonesia. Sessions through TEAMS were arranged where learning and cultural exchanges are shared. Holmston Primary have achieved their Foundation and Intermediate International School Awards in recognition of these collaborations. Further projects are being planned for next session.
- P.7s attended a Career Fair at Ayr Town Hall organised by Ayr Rotary Club, with over 30 employers in attendance.
- Primary 6 have utilised the wider community and invited several visitors to the classroom to enhance teaching and learning including staff from Knowsapce, the Ayrshire Film Company, The Good Travel Company, Revive and Thrive, the RLNI and Alex Begg Knitwear Company alongside a parent paramedic.
- Primary 5 have had visits from a Deep-Sea diver, a parent Oilrig worker and No 17 Media Videographer.
- Active Schools have provided a total of 10 different afterschool clubs this session
- Sports Leaders from Belmont Academy have provided gymnastics inputs to 2 classes
- Dance Leaders from Belmont Academy have prepared pupils for two dance shows
- 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. A Primary 4 pupil won the national WOW badge competition.
- 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 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, 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 7 feeder nurseries to meet the new P.1s. An improved transition programme has been implemented this session with the opportunity to participate in a further four or five activities to enhance the transition process for the pupils and their parent / carers.
- A transition programme was put in place for our Primary 2 pupils and parents / carers to assist with the move from Play Based Learning to Primary 3.
- Teachers from the catchment secondary were involved in delivering lessons to pupils in P7 during Term 4. Extended transition groups were arranged for P7 pupils to 2 feeder secondary schools.



Equality and Equity (PEF Funded)

- All staff are familiar with the Sustainable Development Goals (SDGs) and guidance has been provided to incorporate SDGs into planning, increasing understanding of the UNCRC and SDGs
- SDGs and Articles of the UNCRC are clearly visible on school policies and correspondence from the school. The recent inspection highlighted that *"Children talk with confidence about their rights and relate these to their experiences at home and in school."*
- All staff are confident in delivering Making Thinking Visible routines, which are embedded into their learning and teaching approaches.



- Learners are confident when using Making Thinking Visible routines and are able to make connections, build explanations, consider different viewpoints and uncover complexity
- A Rights and Equalities group has been created to raise awareness of the protected characteristics.
- Neuro diversity pupil champions (Neuro Divers) have been identified and meet regularly to increase learner awareness of inclusion and differences and to celebrate and embrace Neurodiversity throughout the school.
- We participated in Black History Month and through class lessons and assemblies we built upon our knowledge and understanding of anti-racist curriculum principles in all classes.
- Our range of diverse reading material for the school library was extended and reflects the society and world that we live in today. The books are discreetly identified and interspersed throughout existing library stock.

- The whole school participated in carefully planned activities to commemorate Holocaust Memorial Day developing the learner awareness of inclusion and differences. One Staff member is participating in extensive CLPL through the Holocaust Education Trust.



Evaluation Summary



1.3 Leadership of change

All staff create a warm, welcoming and inclusive ethos across the school where positive relationships are a strength. These positive relationships are underpinned by the school motto, 'Aim for the Highest' and all staff have high expectations of children. Staff interactions with children are nurturing and supportive and all staff know children and their families very well.

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. The PT has a PGDE in Enhanced Educational Practice. The HT sits on the Authority Curriculum innovation Group. And is part of the national CIC IDL core group. The DHT is on the Authority Literacy Strategy Group and is a

Digital Champion. Four members of staff are trained in Nurture and a further seven are MAPA trained.

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

All staff are trained in Nurturing Approaches and are ACE/Trauma aware to promote positive relationships. All staff have completed The Promise training and are aware of their roles and responsibilities to support learners who are care-experienced. All staff are confident in identify learners who may be Young Carers and are aware of the process SLT follows to formally recognise their caring commitment through completion of the Wee Carers Statement, staged Intervention paperwork and updating the school database.

85% of learners agreed or strongly agreed that ***"Staff treat me fairly and with respect."*** (Pupil Survey January 2026)

All children and staff model clearly the school values of respect, responsibility, fairness, honesty and courage in their daily interactions with each other. These values are well-embedded and underpin the life and work of the school.

The headteacher provides highly effective leadership and has a clear and ambitious vision for the school based on sound educational research. The SLT manages the strategic direction and pace of change for the school very well, and are both well-respected by children, staff, parents and partners. Almost all parents feel comfortable approaching senior leaders and view the school as an important part of the local community.

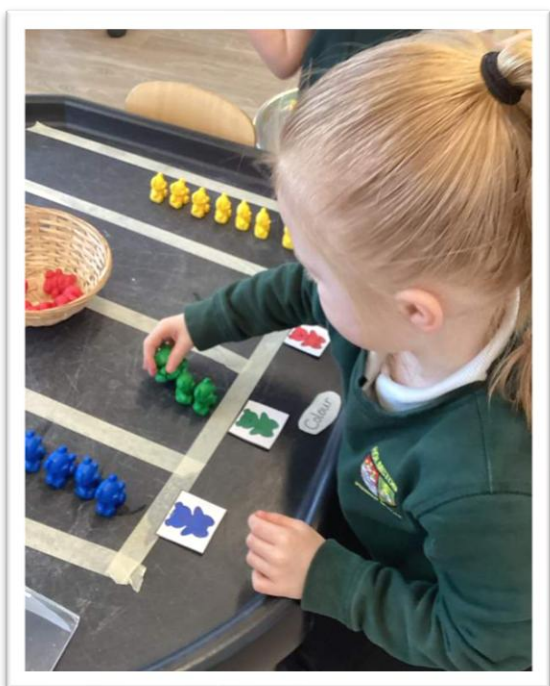
Senior leaders and staff agree school improvement priorities through well-established and effective self-evaluation processes. Senior leaders are skilled in analysing a wide range of data to ensure the most appropriate improvement priorities are identified. This session, staff are focusing on implementing creative and innovative approaches to learning and teaching across the curriculum, alongside raising attainment in numeracy. Children use enquiry-based approaches to learning. These

approaches have been sustained over time and ensure that almost all children are highly motivated and engaged in their learning.

The headteacher has created a supportive culture of leadership across the school and almost all teachers lead on key priorities linked to school improvement. Teachers demonstrate a strong commitment to engaging in professional learning to improve outcomes for children through the professional review and development process (PRD). For example, they lead change and improvement for children through the planning and delivery of adaptive teaching approaches in reading and numeracy. Teachers worked collaboratively with other local schools to drive forward this improvement work. As a result, most children are developing well their conceptual awareness of numeracy skills. Most children are building their confidence in reading skills.

The SLT utilise the talents and expertise of all staff: they lead Talk for Writing, Adaptive Teaching, Equality and Equity, Digital Literacy, Mathematics and Play. Children develop their leadership skills effectively through leading and participating in a number of groups, E.g. Pupil Council, JRSO, Reading School Representatives and Digital Leaders, Neuro Divers, Equality and Equity Champions. Pupils are consulted prior to the purchase of resources and changes within the school. Children value the opportunities they have to contribute to the life and work of the school. For example, children in the equalities group planned and delivered assemblies to their peers about the protected characteristics. House captains work with children from across all stages, gathering their views on different areas of learning. This provides senior leaders with highly relevant information about what works well and what needs to improve.

Support staff take on leadership roles across the school. They take part in professional learning and use the skills and knowledge gained to support children very well. This includes planning and delivering reading interventions, developing the use of assistive technologies with children and leading nurture groups. Support staff work well with teachers to evaluate children's progress, adapting children's learning to ensure the most appropriate outcomes. Support staff also plan and lead a range of after school clubs for children which include Lego Mindstorm and a Gardening Club. This positive culture of leadership supports successfully children's access to the curriculum and enhances children's learning very well.



All teachers work collaboratively very well and take seriously their role in supporting continuous improvement. Teachers work together effectively to plan peer learning visits to each other's classrooms. There is a strong culture of peer reflection and supportive professional dialogue.

The headteacher has well-established and effective processes in place for evaluating the work of the school. A well-planned collegiate calendar sets out regular evaluation activities.

The headteacher has developed an effective Pupil Equity Fund (PEF) plan. A number of staff use a range of interventions to support children and families. This work has improved transition processes in the early years and supports the raising of attainment in literacy and numeracy.

Regular monitoring and staff meetings demonstrate the positive impact this is having on attainment, particularly at Early Level and in Pupil Support Groups.

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. Almost all staff confidently plan learning experiences to meet learners' needs and moderation activities, including at cluster level, ensure attainment is robustly tracked. All support staff are skilled in leading interventions, facilitating the Accelerated Reader Programme, Nurture and Sensory Programmes and utilise their talents effectively.

Next steps,

To involve all children in leadership opportunities to effect change across the school.



2.3 Learning and teaching

Children engage enthusiastically with their learning in almost all lessons. They listen attentively and contribute articulately to class and group discussions. Children demonstrate independence during tasks and activities.

81% of learners say that they “enjoy learning at school.” (HMIE Inspection Questionnaire January 2026)

Staff and children work collaboratively to co-create rights-based class charters. Teachers are skilled in creating innovative classroom environments which highlight learning tools and evidence to reflect the learning in the classroom creatively.

Senior leaders have developed a comprehensive learning and teaching policy that has a clear focus on high expectations for classroom practice. Teachers shared understanding of the policy ensures that there is a consistent, high-quality approach to learning and teaching across all stages. In all lessons, teachers share the purpose of learning with children and provide clear explanations and instructions. In almost all lessons, children co-create confidently the outcomes of what they will learn.

85% of learners “feel that my work in school is hard enough.” (HMIE Inspection Questionnaire January 2026)

Almost all teachers use questioning very effectively to check understanding and deepen learning, supporting children to develop well their higher order thinking skills and provide appropriate challenge for children in their learning. Children apply their higher order thinking skills in a variety of innovative contexts. which support children’s engagement and motivation in their learning. Almost all children are eager to learn. In all classes, children make choices about what they want to learn. Staff use observations and collaborate with children through a ‘Think, Puzzle, Explore’ approach to capture children’s ideas and interests. Children have regular opportunities to work independently, in pairs and groups.

In almost all lessons, teachers plan a range of appropriate and creative learning experiences for children. These experiences are well matched to the needs of individuals and groups of learners. Displays throughout the school reflect high quality learning and pupil engagement.

91% of learners agreed or strongly agreed that **“I am happy with the quality of teaching in my school”** (HMIE Inspection questionnaire January 2026)

Children are skilled in using assistive technologies to help them access learning activities. Teachers support individual children in their learning subtly or model learning processes collectively. These approaches ensure children who face barriers to their learning are supported very effectively. Teachers give children high-quality verbal feedback that supports them to identify their next steps in learning in literacy and numeracy. Most children use self-assessment to identify what they are



doing well and what they need to do to improve. They are skilled in using peer assessment, providing well thought-out comments to support their peers.

Teachers provide effective digital learning experiences for children. They use digital tools creatively to enhance learning and teaching across the curriculum. Teachers use a variety of applications to provide visual prompts or quizzes to help children understand key teaching points.

Across the school, children demonstrate their digital skills very well and access a variety of tools and platforms confidently to support their learning.

In P1 and P2, children learn through a well-considered approach to play which builds on children's nursery experiences very well. Teachers work collaboratively to plan a carefully considered environment which supports purposeful learning for all children. There is an appropriate balance of direct teaching, individual learning and play opportunities. As a result of this approach, children are making increased progress in their learning.

All teachers set termly targets for children in literacy, numeracy and health and wellbeing and share these with children. This is working well and provides all children with opportunities to discuss their strengths and next steps in learning with their teacher. Children are beginning to use floorbooks and pupil profiles to record their successes in learning.

Almost all teachers plan well for children's learning across a range of timescales. They effectively use progression frameworks linked to Curriculum for Excellence (CfE) experiences and outcomes. Senior leaders have introduced an effective assessment framework. This ensures all staff have clear expectations of how assessments should be planned, carried out and used to inform learning and teaching. Teachers use a range of formative, diagnostic and standardised assessments effectively to make judgements about children's progress in literacy and numeracy. Teachers also use this data to identify effectively any gaps in children's learning, planning appropriate interventions for groups and individual learners.

Teachers value highly the planned opportunities for moderation activities both in school and with other local schools. Recently, their work has focused on moderation of standards in literacy. Teachers recognise the positive impact this has had on their teaching. Teachers also moderate their practice through peer lesson observations. As a result, teachers are more confident in their professional judgements of children's attainment and progress.

Senior leaders and staff analyse a wide range of attainment data in literacy, numeracy and health and wellbeing. This provides them with a robust understanding of the progress of children in different cohorts. Senior leaders hold termly tracking, assessment and planning meetings with teachers and support staff. Together, they review the individual progress of



each child and identify any gaps in children's learning. This includes information about attainment in relation to gender and any common barriers that children may experience.

94% of parents say *"I am satisfied with the quality of teaching in the school."* (HMIE Inspection Questionnaire January 2026)

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

Next Steps

- Improve the quality of their written feedback to children.



3.1 Ensuring wellbeing, equity and inclusion

Senior leaders promote actively a culture where everyone understands their responsibility to support wellbeing. 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

Children learn regularly about the importance of wellbeing through classroom experiences and school assemblies. All children complete a wellbeing web four times a year to help them reflect on their wellbeing. As a result, almost all children are developing very well an increased understanding of wellbeing.

All staff demonstrate kindness and nurture in their interactions with children and know all children very well. Staff have taken part in professional learning on attachment-informed and trauma-sensitive approaches. This supports staff very well to ensure a shared approach to treating all

children as individuals. Senior leaders and staff consider carefully the school environment and have established calm spaces for children. This includes a well-resourced nurture room. Children access this space with supporting adults and are confident in using calming and mindfulness strategies to regulate their emotions.

94 % of parents strongly agree or agree that *The school supports my child's emotional wellbeing.* (HMIE Inspection Questionnaire January 2026)

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.

Children who require additional support access independently a range of resources such as ear defenders and visual timetables. These resources support them to engage in learning successfully within their classrooms. Almost all children behave very well in all areas of the school.

Children talk with confidence about their rights and relate these to their experiences at home and in school. They identify the rights they feel are most relevant to them, supported by the use of creative and consistent classroom displays across the school. Children and staff worked collaboratively to ensure that children's rights are at the heart of the school's 'Building Positive Relationships' policy and anti-bullying policy. These policies set out the school's commitment to ensuring all staff and children learn and work in a safe and respectful climate.

Across the school, children are friendly and welcoming. They treat each other with respect and kindness. Children know that if they have any concerns they can speak to a member of staff and they know staff will show sensitivity in their interactions with them. Most children believe the school deals with incidents of bullying well.

97% of learners say, ***"My school helps me to understand and respect other people."*** (HMIE inspection Questionnaire January 2026)

In most classes, children participate in daily emotional check-ins through a range of strategies, including the use of 'worry boxes.' These strategies help children to be more aware of their own and others' emotions and how these change over time.



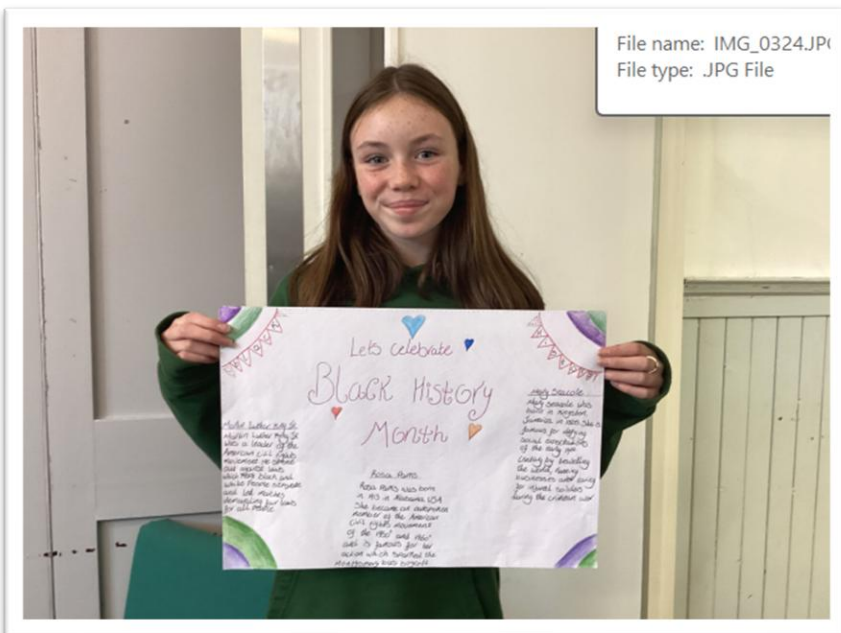
Staff ensure that children are active participants in discussions and decisions that involve them. They work collaboratively with partners, including parents and external agencies, to provide appropriate support for children. Staff support children well to reflect on their wellbeing and identify their individual targets. Staged intervention plans include appropriate learning targets and are reviewed regularly

Most children feel that school helps them to learn how to lead a healthy lifestyle. They benefit from a progressive health and wellbeing curriculum which includes healthy eating, understanding emotions and keeping active. Bikeability training is well-established in Primaries 5 and 6 with almost all pupils achieving level 1 in P5 and Level 2 in P6. Junior Road Safety Officers (JRSOs) encourage children to walk to school and promote the health benefits of active travel. Digital leaders developed online safety presentations and newsletters to support parent's understanding of online safety. These activities help to enhance further children's understanding of how to lead a healthy, safe and active lifestyle.

All staff receive annual training in child protection, data protection, and cybersecurity. Staff skilfully implement their knowledge and understanding of how to keep children safe and cared for. Senior leaders use evaluations of annual training effectively to identify any gaps in knowledge and understanding amongst all staff. They provide additional training where required. Staff plan carefully children's transitions to ensure continuity and progression for all children, including those requiring enhanced transitions. P7 pupils support the new P1 children as their buddy. Teaching staff and senior pupils from a local secondary school visit P6 and P7 to work with children on a range of activities linked to secondary school. These activities support children well to prepare for new routines and environments before moving into S1.

Senior leaders follow local authority guidance when supporting young carers. They are proactive in working with children and families, signposting them to resources and supports available outside of school. This work ensures that children who are young carers do not miss out on opportunities due to their carer commitments. Staff professional learning around young carers has also strengthened the school's ability to support identified children.

Children across the school are developing their understanding of equality and diversity well. Children



learn to communicate in different ways through collaborative working with a local school. Children have a very good awareness of the protected characteristics through the work of the equalities group. Staff have worked with children to identify engaging ways across the curriculum to learn more about discrimination and persecution. E.g., they have explored these themes through carefully chosen projects relating to disability or race. These activities are increasing children's awareness of diversity and how to challenge injustice.

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

The greatest gift you can give someone...is to include them.



3.2 Raising attainment and achievement

Children attaining appropriate Curriculum for Excellence levels in Literacy, Numeracy and Health and Wellbeing in 2024/2025

	P1	P4	P7	Combined
L & T	87%	96%	96%	94.4%
Reading	87%	93%	82%	87%
Writing	87%	93%	79%	86%
Literacy	83%	93%	79%	85%
Numeracy	83%	89%	79%	83%

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.

"We are reading The Land of Roar the skills I am working on are understanding theme. I felt not good at reading, I am very good at reading now, aloud in front of people, now I can use sketch notes to understand the novel. And breaking the words down to help me read. When someone reads it out to me I can explain the ideas in the text. I also sound out the word. Also I feel quite confident. I enjoy more than before. What I am better at now is sharing ideas and I am proud of my summaries. My next step is to read more challenging books and my advice is to practice reading a lot." P7 Pupil

Senior leaders have a clear understanding and robust evidence of children's progress and attainment over time. Overall, most children make good progress from prior levels of attainment over time.

All teacher judgements are supported by a range of summative and formative assessments. NSAs 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. A final narrative report is sent out in June following the revised authority procedures.

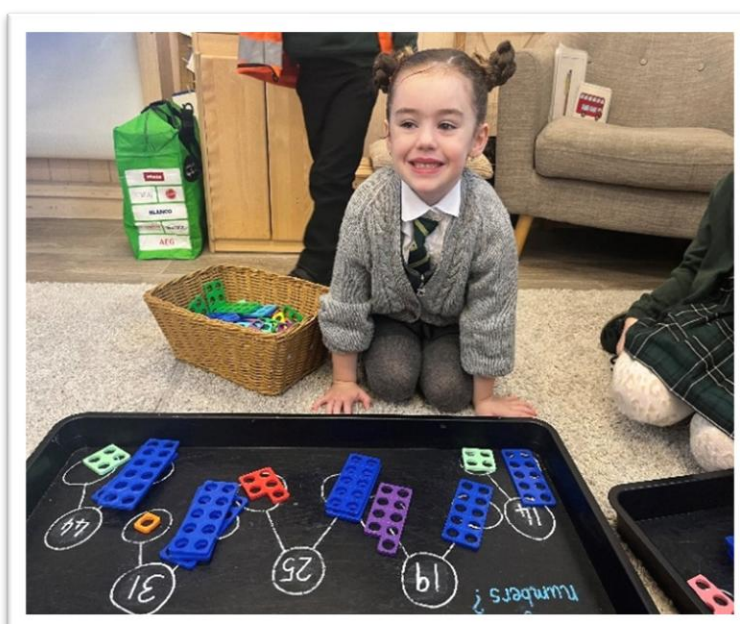
The school improvement plan clearly identifies the focus on Literacy and Numeracy. CLPL has continued to develop staff confidence and high-quality teaching of Reading, Writing and Mathematics.

Literacy and English

In P1 most learners assessed in Reading, Listening and Talking and Writing achieved levels which were either in line or higher than expected for their age.

In P4 Almost all learners achieved levels which were in line or higher than expected for their ages

In P7 most learners assessed in reading and Writing achieved levels in line or higher than



expected for their ages and almost all achieved levels expected or higher than expected for their age in Listening and Talking.

Overall, attainment in Literacy and English and Numeracy and Mathematics is good, with 85% of learners achieving levels expected for their age. Staff use concrete, pictorial and abstract strategies in all numeracy lessons. Children explain clearly their thinking around how they solve problems. This approach is having a positive impact on raising attainment in numeracy.

"I enjoy going in the maths group because it's helping me find out the answer and learning new strategies. I feel safe to ask questions if I am stuck. I enjoy learning maths more fun than before. I feel proud of my progress because I can figure out strategies and the answer. This maths learning helps me feel more confident in my work. I am proud of my maths learning. (P6 Pupil)

Most children who require additional support with their learning make good progress against their individual targets in literacy and numeracy. Across the school, children demonstrate their skills well in a range of relevant learning experiences.

ACEL: Literacy

Percentage point gap between the least and most deprived pupils

			Most deprived		Least deprived	Attainment gap	
P4 & P7 combined	2024-25	Holmston PS	82.6		100.0	17.4	
		South Ayrshire	66.5	Q1	89.5	23.0	
		National	65.7		85.0	19.4	
	2023-24	Holmston PS	73.1		100.0	26.9	
		South Ayrshire	69.4	Q1	88.0	18.6	
		National	64.4		84.6	20.2	
	2022-23	Holmston PS	75.0		75.0	0.0	
		South Ayrshire	68.0	Q1	87.3	19.3	
		National	63.5		84.0	20.5	
	1-22	Holmston PS	78.8		100.0	21.2	
		South Ayrshire	56.7	Q1	82.2	25.5	

ACEL: Numeracy

Percentage point gap between the least and most deprived pupils

			Most deprived		Least deprived	Attainment gap	
P1, P4 & P7 combined	2024-25	Holmston PS	82.6		100.0	17.4	
		South Ayrshire	75.2	Q1	91.4	16.2	
		National	72.5		89.1	16.6	
	2023-24	Holmston PS	76.9		100.0	23.1	
		South Ayrshire	75.2	Q1	92.0	16.7	
		National	71.9		89.3	17.4	
	2022-23	Holmston PS	82.1		75.0	7.1	
		South Ayrshire	76.3	Q1	91.6	15.3	
		National	71.9		88.8	17.0	
	2021-22	Holmston PS	90.9		100.0	9.1	
		South Ayrshire	71.7	Q1	89.8	18.1	
		National	70.1		87.9	17.8	
	2018-19	Holmston PS	88.6		100.0	11.4	
		South Ayrshire	75.5	Q1	93.3	17.8	
		National	71.7		88.5	16.8	

0

100

Attainment gap P1,4 and 7 combined Mathematics

The Attainment gap in mathematics is similar to the gap in literacy and learners in quintile 1 have consistently achieved higher than the South Ayrshire average. In 2025 - 2026 learners in quintile 1 achieved higher than the authority average. This year, there is a gap of 17.4 percentage points between Q1 and Q2-5.

ACEL: Literacy

Percentage of pupils secure at the expected level by free school meals &/or clothing grant

P1, P4 & P7 combined		2020-21	2021-22	2022-23	2023-24	2024-25	
FSM & / or CG	Holmston PS	50.0	75.0	51.9	77.8	66.7	
	South Ayrshire	54.5	54.4	62.2	63.8	60.6	
Non-recipients	Holmston PS	79.7	83.1	77.9	77.8	87.9	
	South Ayrshire	73.4	76.3	81.7	83.4	84.6	

ACEL: Numeracy

Percentage of pupils secure at the expected level by free school meals &/or clothing grant

P1, P4 & P7 combined		2020-21	2021-22	2022-23	2023-24	2024-25	
FSM & / or CG	Holmston PS	70.0	87.5	59.3	77.8	66.7	
	South Ayrshire	65.2	66.9	69.4	72.0	71.6	
Non-recipients	Holmston PS	87.5	89.8	89.7	83.3	86.4	
	South Ayrshire	81.8	84.5	87.8	88.8	88.9	

Attendance

2022/2023	2023/2024	2024/2025	2025/2026
92.3	92.8	93.1	93.1

Quintile 1	Quintile 2	Quintile 3	Quintile 4	Quintile 5
92.8	95.7	93.4	94.6	91.7

General attendance figures remain high with most learners maintaining an attendance of over 93% which is above local authority and national averages. This has been consistent over the last few years. Senior leaders have implemented thorough procedures for monitoring attendance through the local authority strategy. The school 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.

Across the school, children take part in a wide range of experiences and display important life skills. At P7, children attend a residential outdoor experience, taking part in activities such as abseiling, caving and paddleboarding. This supports children to demonstrate their resilience, independence and confidence. Children talk with pride about achieving the John Muir award through these experiences.

In the upper school, a few children demonstrate well their organisation and communication skills through school-wide roles. These include house captains, JRSOs and members of equalities groups. In most classes, children display confidence through participation in school performances. Most children have opportunities to be successful learners and effective contributors through a range of after school and lunch time clubs. Staff record and monitor children's participation in school clubs and achievements out of school. If children are at risk of missing out, they are supported well by staff to participate in activities and clubs. Children receive certificates linked to reading initiatives and are awarded house points for demonstrating the school values. These help children to foster a sense of responsibility and community. Children are proud to have their achievements celebrated in class and on wall displays, supporting their confidence and recognise the value in their achievements.

Senior leaders have a clear and strategic rationale for the use of PEF. Additional school staffing has been provided to support a range of effective targeted interventions across the school for children. There is clear evidence that these targeted interventions are having a positive impact on children's learning and closing identified gaps in attainment. Senior leaders and staff have very good awareness of the socio-economic context of the school and know children and their families well. They use PEF and support from the Parent and Carers Voice group to ensure children do not miss out. This includes supporting children to attend the P7 residential visit, financing trips across the school and the annual school visit to a pantomime. The school also supports families by providing preloved uniforms, Halloween costumes and Christmas jumpers. Senior leaders further support families through their partnerships with a range of charities and sign posting to local supports and services.

% ACEL Attainment Over Time

Subject	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
Literacy	80	72	78	85	85
Numeracy	88	83	83	83	83

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

Next Steps

Literacy and English

Provide further opportunities to present ideas and information to a wide range of audiences.

Continue to increase learners' skills in identifying aspects of the writer's style, use of language and other features appropriate to different genre.

Continue to develop their independence in writing and be give learners opportunities to write in different ways for a range of purposes and audiences.

Numeracy and Mathematics

Provide more opportunities to solve word problems.



The key priority for improvement in 2026/2027

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 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.

