

# HOLM PRIMARY SCHOOL STANDARDS AND QUALITY REPORT

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2022/23



**Holm Primary School**

HIGHLAND COUNCIL | Stratherrick Road, Inverness, IV2 4YL

# Introduction: Local and National Context

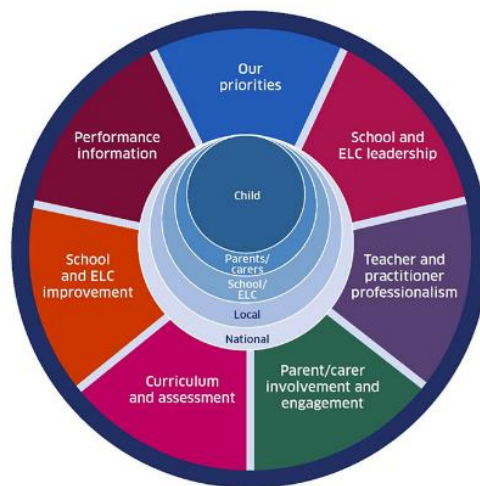
## Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

This Standards and Quality Report is influenced by both Highland and national priorities. These can be summarised as follows:

### Highland Priorities



### National Improvement Framework Priorities



#### **Entitlement, Excellence & Equity:**

We will raise attainment and achievement for all, especially for children and young people from disadvantaged circumstances, including rural deprivation. We will focus relentlessly on improving standards and the quality of learning and teaching, to ensure that entitlement, equity and excellence are delivered across the system.

#### **Empowerment & Leadership:**

We will develop leadership skills at all levels of the system, for now and the future, building a culture of empowerment and professional capital.

#### **Relationships:**

We will maximise health and wellbeing for all children and young people, to give them the best possible start in life. We will ensure every child and young person feels part of the community they live in.

#### **Opportunity:**

We will maximise opportunities for our children and young people, and for the wider Highland community and its visitors, through the provision of high-quality services.

The key priorities outlined in the National Improvement Framework are:

- 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.

#### **Self-evaluation**

To support self-evaluation, quality indicators from the national evaluative framework How Good Is Our School?4 are referenced.

Links to these sources (and others referenced) can be found here:

- [National Improvement Framework Improvement Plan](#)
- [HGIOS? 4](#) and [HGIOELC](#)
- [Health and Social Care Standards](#)
- [National Gaelic Language Plan](#)

In this report the following words are used to describe the numbers and proportions used:

All	Almost all	Most	Majority	Less than half	Few
100%	91% - 99%	76% - 90%	51% - 75%	16% - 50%	Up to 15%

We are pleased to present our Standards and Quality Report for Session 2022-23. This report forms part of our quality improvement framework and provides important information regarding our school's progress to date and our next steps in school improvement.

**Self-Evaluation for Self-Improvement** is at the heart of our practice. We continue to develop our practice in making robust use of evidence as a basis for judgements regarding the impact of our work on our learners. All staff understand that self-evaluation is an integral aspect of our approach to continuous improvement through addressing the 3 key questions:

- How well are we doing?
- How do we know?
- What are we going to do now?

Throughout the year we continuously evaluate what we do and how it makes a difference to our learners. We want to know what is working well for our school community and what needs further improvement. We inform decision making and actions through a continuous process of looking inwards, outwards and forwards.

#### Looking inwards - starts with those working with our children and young people

We focus on the impact on outcomes for learners. Our self-evaluation processes triangulate information, data, people's views and observation of practice to measure impact and inform planning for improvement.

#### Looking outwards - learning from others

Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

#### Looking forwards - creating a vision and planning for implementation

Through leadership at all levels, we anticipate challenges and explore creative solutions. This helps us to create an aspirational vision for our school which shapes our actions and provides a focus for improvement.

Our children and young people are actively consulted and involved in this process. We also give staff, parents/carers, and other partners the opportunity to participate in discussions and activities to shape our improvement journey.

When we develop our improvement plan, we use key questions at scheduled review times throughout the session to know how well we are progressing towards achieving these positive outcomes and changes.



Together we are working hard to ensure the Highlands is the best place for children and young people to grow up safely, learn, develop and achieve.

With positive experiences, our children and young people will always see the Highlands as home.

Le eòlasan deimhinneach, bidh ar cloinn is ar n-òigridh daonnan a' faicinn na Gàidhealtachd mar dhachaigh.

Ruth Mackay  
Head Teacher  
HOLM Primary School

## School Profile

### Pròifil na Sgoile

The following information can be found on [Parentzone Scotland](#). It is important to remember that statistical data alone is not a measure of how well we are doing. All schools are unique. To understand how well we are doing it is important for us to look at a range of different data sources.

Information as at 5<sup>TH</sup> September 2023:

Attendance 96.2%		Average Class Size 27			Meeting PE Target Target Met			
Pupil Numbers (inc. ELC) School - 278			Teacher Numbers 12			Pupil Teacher Ratio 21:1		
N4	N4	P1 17%	P2 12%	P3 10%	P4 13%	P5 13%	P6 15%	P7 19%
SIMD Q1 <sup>1</sup> 0%	SIMD Q2 0%	SIMD Q2 0%	SIMD Q3 90%	SIMD Q5 0%	Unknown 0%			
ASN <sup>2</sup> 40%	No ASN 60%	FSM <sup>3</sup> 30%	No FSM 70%	EAL <sup>4</sup> 10%	No EAL 90%			

2022/23 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading	Writing	Listening and talking	Numeracy
Most	Most	Most	Most

We have had no exclusions this year.

## School vision, values and aims

### Lèirsinn, luachan agus amasan na sgoile

***Our Vision at Holm (Holmies) (created April 2020). We will review these this session\****  
*To achieve it, you must believe it. Do what makes you a Holmie*

Our Values at Holm

***This is what we value at Holm. We want all our community to be:***

- SAFE
- HAPPY
- LEARNING
- RESPECTFUL

<sup>1</sup> SIMD – The Scottish Index of Multiple Deprivation (SIMD) is a relative measure of deprivation.

<sup>2</sup> ASN – Additional Support Needs

<sup>3</sup> FSM – Free school meal entitlement

<sup>4</sup> EAL – English as an additional language

## **Our 4 AIMS at Holm (these link to our values)**

- We all feel safe and nurtured. We look after ourselves and the world around us. We are resilient and confident.
- We all feel happy and make others happy. We include others and have skills to help us be good friends. We believe in ourselves. We are free to be ourselves.
- We are motivated to learn and learning is fun. We can achieve our full potential. Our learning is creative, modern and skills based, which helps us to prepare for our futures.
- We respect and accept everyone. We work well with others. We have open-minds to new ideas and thinking and we are responsible for our actions.

## **Review of progress for session** **Ath-sgrùdadh air adhartas airson an t-seisein**

These projects are linked to the vision and priorities for Scottish Education based on delivering excellence and equity. Parent/Carer information is available [here](#).

### **ASG / School Priority:**

Understanding and Improving Assessment and Moderation Strategies in Learning, Teaching and Assessment, **focusing on Writing and Numeracy strategies.**

#### **Purpose:**

This project has been developed in response to dips in attainment in both Literacy and Numeracy across Highland. There is a variation in confidence across schools in using the Benchmarks.

#### **Progress:**

Attainment meetings across classes and **ELC termly**. Focus on benchmarking when looking at progression of and through a level and Dos for ELCC. Focus on attainment in P1 – over the past few years attainment has been low in all core areas. Termly Early level meetings with P1 teachers and senior EYP focused on transition and tracking progress of learning in core areas.

Pupils are motivated in writing and enjoy writing lessons. Staff confidence in teaching writing is growing due to the talk for writing approach. We now need to ensure this is consistent across the school.

Numeracy assessments are very focused and allow us to track children's progress over time.

#### **Impact:**

Attainment meetings are building staff confidence in discussion achievement of a level. Pupils attainment is tracked closely. ELCC staff are beginning to develop robust tracking of progress for pupils. Continue to embed.

Staff and pupils are motivated in writing lessons. Attainment in writing has improved. This year we will focus on creating a Holmie Writing format that is consistent from P1 to P7. We will also further develop our approaches around writing assessment.

Continue to review assessments to ensure the data is used to inform next steps in learning and teaching. Attainment in maths has improved this year compared to last year.

#### **Next steps:**

Next session we plan to work collegiately with our ASG in HOW we learn looking at key pedagogy focusing on differentiation and challenge. As a school we will create a robust moderation calendar for the year focusing on writing approaches and benchmarking.

#### *Within Holm:*

- Children will experience a consistent teaching and assessment approach to Writing. Teachers at stages P4 and P5 will embed tool for writing national writing techniques (Education Scotland programme).

- Practitioners will improve their knowledge and understanding of teaching TFW.
- Children will experience weekly Science lessons from Term 3 2024 onwards. Over 3 years children will experience all of the main outcomes and experiences.
- Practitioners will be more confident to teach science and knowledge/skills and understanding will improve.

Across the IRA ASG:

Through shared professional learning and research/theory, practitioners will:

- Improve experiences of the learners to ensure learning and teaching is more appropriately challenging and better matched to the learners needs.

## School Priority: Developing STEM and the great outdoors at Holm

### Purpose:

STEM subjects are crucial for 21<sup>st</sup> century. We need to ensure our children are equipped with the skills and knowledge for the future and their jobs. In Holm we need to ensure subjects like Science, Technology and Maths are taught and approaches are consistent in the school. We want to instill a love of STEM subjects from ELCC to P7 – preparing for the futures. This year we will self-evaluate where we are and use this information to design our STEM Vision for the next 3 years.

### Progress:

STEM working group to be set up. Creation of action plan for this year.

Capture baseline views on STEM from teachers, pupils and staff. Look at what our needs are and plan forward.

Audit STEM resources in school. Order new materials for ELCC to P7 classes based on audit and surveys.

Make links and connections with STEM partners in Highland. Working group to lead and plan a whole school STEM week in March to coincide with National Science Week. This will boost motivation and engagement in the STEM subjects. Crest AWARDS for this week?

### Impact:

STEM action plan created for this year detailing Science learning and how STEM leaders will be developed in school.

Discussion with practitioners shows a need for Science training and resources needed in order to embed Science in the school.

Audit shows areas where new resources need to be bought. IDL planners shows gaps in Science outcomes – Next steps – Science taught as stand alone.

STEM week at Holm was very successful and links with parents and partners were established. Plan for another STEM week next year.

STEM leaders will be identified within children and Crest awards will begin for Children in P5 to 7.

### Next steps

Next session we plan to:

#### **Within Holm:**

- Develop ingredients for a "Holmies Lesson" which demonstrates how our children experience high quality learning and teaching
- improve practitioner knowledge, understanding and skills of research informed teaching strategies.
- Develop a sound understanding of the principles of learning through play and inquiry

#### **Across the IRA ASG:**

- Develop a shared understanding of selected features of pedagogy (differentiation and spotlight on assessment).
- Have an increased level of staff confidence of selected features of pedagogy (differentiation and spotlight on assessment).
- Have improved approaches to teaching and learning.
- Collaborate between staff and schools within the ASG.
- Develop practitioners knowledge of challenge and pace in learning to ensure learning is more appropriately challenging and better matched to their learning needs.

School Priority:

## Leadership at all Levels and Pupil Voice – our children leading learning (LINK TO PEF PLAN)

### Purpose:

After the impact of Covid, we want to build our school based on what our children want – we want it to be their school that they lead. We want to build in leadership at all levels from ELCC to P7. Through this we will develop our school groups like RRS, Pupil Council, STEM, digital leaders, roles and leaders. We want our staff to take on leadership roles which support

### Progress:

Pupil groups set up focusing on Pupil Voice, RRS, STEM, digital leaders, House Captains, classroom roles, global goals

Pupil groups to Plan their learning for the year focusing on skill development

Parent working group set up. Plan created with parents and pupil council focusing on school improvement priorities

Skills tracked for KEY groups for this year. Skills passport created for all Pupil group children

SMT to audit leadership roles in all ELCC rooms and classes. Monitor this termly to ensure leadership roles are developing within the school.

### Impact:

Established groups provide children with valuable leadership skills. Pupil voice is high priority. We now need to track skills learned in these groups.

PEF skills group were eager and motivated to track their skill development. Children could discuss their progress and next steps. Parent group shared strengths and next steps for the school and worked with children to look at homework and our relationship policy.

Children were proud of their learning journals. We now need to embed this across the school.

EYPs have taken on some leadership roles such as parental engagement and communication. We need to develop more leadership with the ELCC next year.

### Next steps:

- By July 2024, staff and children will have created a "My Holmie Profile" for learning that is consistent and in line with HC expectations.
- By July 2024, all children from ELCC to P7 will have a profile that they are proud of and that includes the "Holmie Profile ingredients".
- All families have opportunities to engage with their child's profile, understanding next steps in their learning process

## Progress and impact of Pupil Equity Fund Adhartas agus buaidh Maoin Cothromas Sgoilearan

This year we used our PEF money to buy in PSA support to literacy interventions. These interventions took place daily and as a result we saw a huge impact on literacy for pupils involved. Mostly all pupils have made progress in their phonics/spelling.

PEF money was also targeted to support x2 skills groups. The children tracked their skills through online learning journals and they were eager and motivated to share their learning and next steps. The P6/7 group planned a whole trip to Landmark, using transport timetables, costings and timings. As a result of these groups, we saw an improvement for all children in their confidence, skill set and level of engagement in school.

## Wider achievements Coileanaidhean nas fharsainghe

Our Holm team have shared many successes that we are extremely proud of. We use our school BLOG and facebook accounts to great effect, as well as our weekly Newsletters to keep families and our community informed. Our weekly newsletters showcase wider achievements "From Home at Holm".

Our Parent Council have organised a number of extremely successful events – to raise money for the school and our amazing Holmies. This has included: hot chocolate Fridays; Discos; Fetes and Fayres;

As a school, we have participated in sporting events including Interschools Cross Country, Interschools Athletics, the Baillie Cup, Netball tournaments,

We have supported a number of different charitable organisations and events throughout the year, including the Highland Food Bank and Maggie's Highlands.

Wider individual achievements are shared at a monthly Going for GOLD celebration assembly where we celebrate behaviour linked to our values, star writers, star mathematicians, Teacher's star of the week and Gold card nominees (going above and beyond).





## Comments from learners, families, stakeholders and staff

### Beachdan bho luchd-ionnsachaidh, teaghlachan, luchd-ùidhe is luchd-obrach

Across the course of the session, we have undertaken a range of different consultations, looking for feedback and actions for our way forward.

This was collated and shared with parents/carers in a number of different Newsletters and formats, a couple of examples being below:

*Holm have "an excellent teaching staff"*

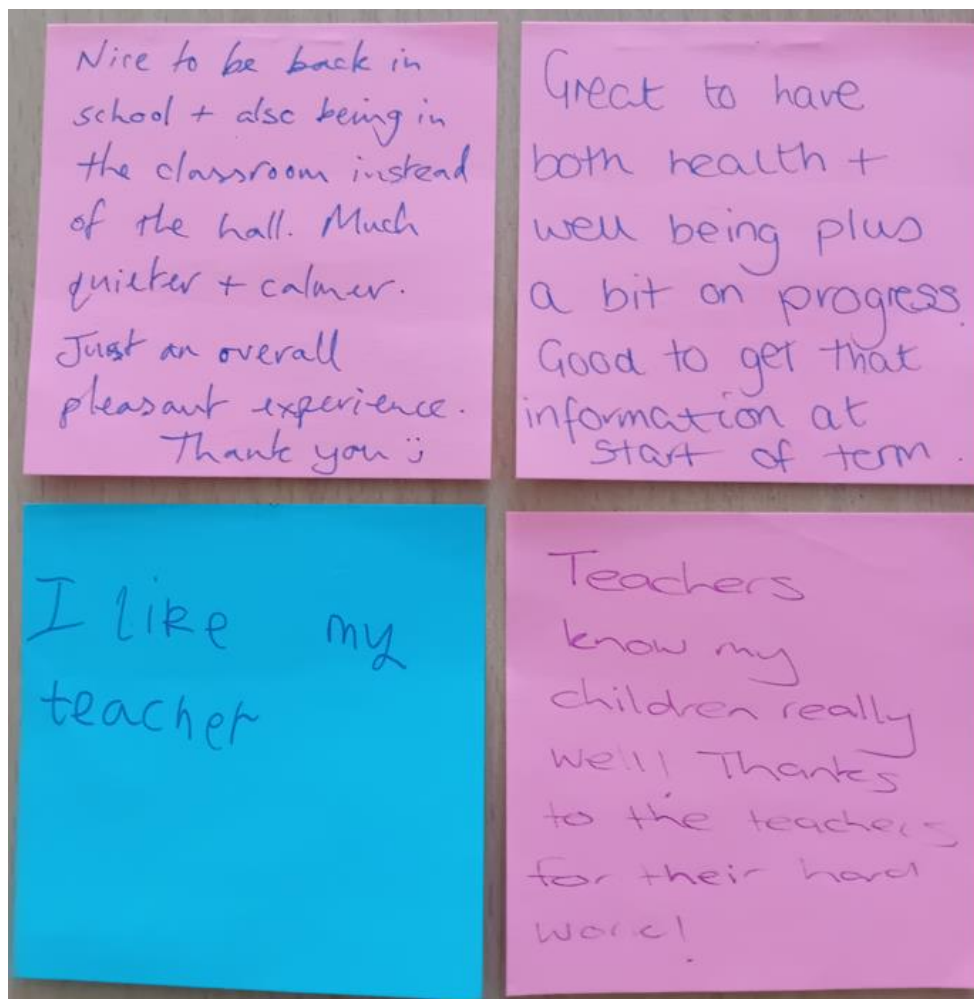
*"Inclusive ethos for all"*

*"The nursery is great and the staff are so caring"*

*"Local ethos and committed teachers"*

*"Very pleased with parents evenings. Happy child and happy parents"*

*Survey – "Communicaiton is really good in the school"*



## Capacity for continuous improvement

### Comas airson leasachadh leantainneach

Using indicators from 'How Good is our School 4' together with learner, parent, carer, partner and community feedback we believe we have made the following progress this session:

	ELC	PRIMARY	SECONDARY
<b>QI 1.3</b> Leadership of change	Good	Good	Choose an item.
<b>QI 2.3</b> Learning, teaching and assessment	Good	Good	Choose an item.
<b>QI 3.1</b> Wellbeing, equality and inclusion	Good	Good	Choose an item.
<b>QI 3.2</b> Raising attainment and achievement/Securing children's progress	Good	Good	Choose an item.

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

## Key priorities for improvement planning

### Prìomhachasan airson planadh airson leasachadh

Going forward, our improvement priorities for the coming session are:

#### • WHAT I learn –

*Through our ongoing self-evaluation as a school community, we have identified the following areas which require improvement:*

- **Writing** – Across the school, attainment in writing is lower than other areas and the attainment dips between P3 to P5 stages. As a staff team, we have identified that a more robust planning and assessment approach to Talk for Writing is required (YEAR 3)
- **Sciences (STEM)** - Across the school, we need to begin to embed Science teaching and learning. We need to ensure that children experience the skills, knowledge and learning to prepare them for the 21<sup>st</sup> century world of work.

*Through our ongoing self-evaluation as the IRA Associated Schools Group (ASG), we have identified the following area which requires improvement:*

- More challenging and better matched learning and support for learners

#### • HOW I learn -

*Through our ongoing self-evaluation as a school community, we have identified the following areas which require improvement:*

- To improve consistency in "A Holmies lesson". As a team, we need to create the ingredients for a very good lesson – with particular focus on differentiation and challenge.
- To further progress our use of assessment to inform next steps in teaching and learning.

*Through our ongoing self-evaluation as the IRA Associated Schools Group (ASG), we have identified the following area which requires improvement:*

- Increased level of staff confidence of effective features of pedagogy (differentiation and spotlight on assessment)

- **SHARING my learning –**

*Through our ongoing self-evaluation as a school community, we have identified the following areas which require improvement:*

- We need to further develop our approaches to profiling and reporting to support children and their families to understand their strengths, areas of development, next steps and achievements.
- We need to allow learners to take the lead with profiles and record skill development
- Developing skills and leadership opportunities within class/school and how to record these within our profiles

## **Planning ahead**

### **A' planadh air adhart**

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Full details of the school's 2023/24 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website, facebook page and available at the school office. Thank you.