



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2024-2025



Holm Primary School

SAFE HAPPY LEARNING RESPECTFUL

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%	Over 91%	75% - 90%	50% - 74%	15% - 49%	Up to 15%

We are pleased to present our Standards and Quality Report for Session 2024-25. This report 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 what we do. 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

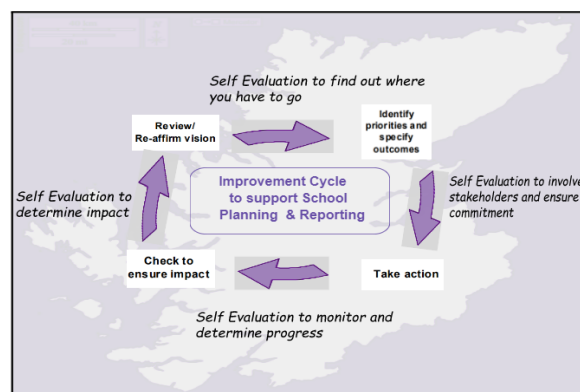
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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.

N3 XX%	N4 XX%	P1 13.4%	P2 11.2%	P3 18.3%	P4 14.3%	P5 12.1%	P6 16.1%	P7 14.7%
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SIMD Q1 ¹ 10%	SIMD Q2 10%	SIMD Q2 10%	SIMD Q3 10%	SIMD Q4 80%	Unknown XX%
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ASN ² 30%	No ASN 70%	FSM ³ 10%	No FSM 90%	EAL ⁴ 10%	No EAL 90%
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2024/25 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading	Writing	Listening and talking	Numeracy
Most	Most	Most	Most

The small number of exclusions that occur in schools may lead to individual pupils being Identified, therefore this data is not contained in this report. If you have any questions about exclusions, you should contact us directly.

The headteacher has overall leadership responsibility for Holm Primary School.

Overall, attainment across the school in literacy and English and numeracy and mathematics is good. Children achieve appropriate CfE levels in literacy and numeracy and, across the school, a few children are exceeding nationally expected levels. Most children who face barriers to learning are making good progress towards meeting their individual targets.

Overall children are making the following progress:

Reading	Writing	Listening and talking	Numeracy
Good progress	Good progress	Good progress	Good progress

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

² ASN – Additional Support Needs

³ FSM – Free school meal entitlement

⁴ EAL – English as an additional language

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

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**

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.

SAFE HAPPY LEARNING RESPECTFUL

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](#).

School Priority:

Developing our use of assessment for learning and teaching – with a focus on numeracy.

Purpose:

As a school we need a more consistent approach to teaching these key areas, using numicon and materials to support learners. We need a “ladder of learning from P1 to P7” to track progress. Teachers understand that children excel in all other areas of the diagnostics so as a team this is an area of improvement.

Through discussions with teachers, it was evident that assessment is not always used to inform teaching and learning. Sometimes there is too much assessment that is too time-consuming. We need to streamline our assessment calendar better and ensure that assessment data is used to inform teaching and learning within each class, especially in numeracy. Over the last 3 years we have developed talk for writing as our Writing strategy. We now need to focus on how we assess writing and also moderate pieces of writing from p1 to p7.

Progress:

- Teachers now more confident to use numeracy diagnostic assessments to inform teaching and learning to raise attainment.
- Progress ladder will be created for key areas of numeracy – introduced only.
- Teachers are more confident and secure in their knowledge to teach basic facts/add/subtraction and place value, leading to raising attainment.
- Consistency of writing folders and progress pieces evident for all P1 to P7 classes.

Impact:

- ✓ This year, teacher's trialled the use of whole school numeracy diagnostics. 2nd level teachers found these very useful and less time-consuming. The assessment allowed us to collect rich data. Children's progress can also be tracked very robustly. Most pupils made good progress in second level.
- ✓ Early and First level teachers found the 1-1 assessments more beneficial, however we now need to look at using the assessments that are most beneficial for the younger children. All data from these assessments gave good information re children's progress.
- ✓ Progress ladders were introduced to teachers but not embedded across the school – we need to work on this next year to improve expectations for numeracy at the end of every year.
- ✓ Self-evaluation shows that all teachers now use diagnostic assessment information to group pupils. These groups then form the basis for teaching. We need to work on the timing of some assessments as too many in term can be too much.
- ✓ Self-evaluation has shown that writing is still an area we need to work on – in particular – moderation. All children now have a writing folder which showcases cold and hot tasks (improvement journey) with specific learning intentions and success criteria. When asked,

most children were aware of their writing targets and knew how to improve.

Next steps:

- Early and first level teachers to create numeracy diagnostic assessment rationale that is more tailored to the learners in P1 to P4. We also need to address the timing of our assessments throughout the year.
- Numeracy progress ladders to be used more robustly by all teachers to help support achievement of a level and end of year expectations.
- Moderation of writing (including how we assess writing) needs to be an important action in our 25-26 School improvement plan.

School Priority:

Developing our Curriculum Rationale at Holm: Totality of the curriculum “8 areas/IDL/Achievement and Ethos/Life of the school”.

Purpose:

As a school over the past 2 years we have introduced and engaged in different areas like Science, Play, profiling, Health and well-being and meta-skills. We now need a more consistent approach across the school with clear expectations for all. Last year the P7 teachers started Leadership groups for pupils and this was hugely successful. We want to further develop and embed this, by linking to meta-skills and children tracking and recording their skills developed. Accreditation for leadership groups -extending to P5/6 class also to further extend learning and leadership skills. We need to ensure we cover all 8 areas of the curriculum over time – ensure curriculum coverage for all areas.

Progress:

- Holmie Curriculum Rationale for ELCC to P7 has begun. Staff have evaluated our curriculum against CfE Totality and refreshed curriculum. We now need to put all our information together to create our rationale in Term 1 and Term 2 of 25-26.
- We now have a finalised “Holmie Very Good” lesson rationale agreed by all teachers.
- ELCC and P1/2 classes have a Froebel approach to play emerging within.
- P6 and P7 digital profiles are used by all children and shared regularly with parents – containing key aspects of learning and skills, including meta skills.

Impact:

- ✓ Impact will start to be seen next year when all classes are consistent in their approach.
- ✓ Teachers are aware of the elements which make a lesson VERY GOOD (HGIOS 4). Learning drop-ins by the HT found good elements in all classes. More moderation and self-evaluation will support our journey to Very Good.
- ✓ ELCC has now got a refreshed environment in both rooms. Froebel approaches are evident in our learning environments both indoors and outdoors. Children are engaged in rich, high-quality play. We will keep developing Froebel in our setting.
- ✓ Children have used skills to create their own digital profiles capturing all the key elements needed to showcase their learning. Children have gained skills in digital technologies. Meta skills have also been included in profiles and children are now more aware of these skills and how they use/develop them.

- Meta-skills developed within our IDL planners
- Children have experienced more teaching of Science this year.
- HWB Tool now embedded across the school and data from these surveys are being used to plan HWB lessons and create interventions and support for children.
- ✓ We need to carry this forward to next year.
- ✓ All classes and ELCC have engaged in Science lessons this year. We now need to work on how we balance teaching Science and the other Curricular area like Ex Arts/Languages to ensure breadth across the curriculum.
- ✓ HWB tool has pinpointed whole class needs for interventions/lessons and has also helped teachers to support children 1-1. HWB tools show progress for children from P1 to P7.

Next steps:

- Continue to develop our rationale using the data we have collected from self-evaluation
- Ensure we are exposing children to 1+2 languages, Ex Arts and outdoor learning.
- Continue to develop Froebel approaches to play within ELCC and P1/2 classes
- Continue to embed meta skills within our curriculum and rationale.

School Priority:

Becoming a GOLD rights respecting school, with a focus on wellbeing, culture, leadership and engagement.

Purpose:

In May 2024, we received an accreditation for our SILVER Rights Respecting Award. This year we wanted to further embed this across our ELCC and school and aim to achieve our GOLD award. This will take 18 months to 2 years to achieve. We hope to achieve GOLD by June 2026.

Progress:

- A new RRS Steering Group was set up in Aug 2024 led by Mrs Brooks – Teacher leader.
- GOLD RRS plan was actioned throughout the school from ELCC to P7 and evaluated by RRS steering group and staff.
- Holm has adopted and committed to embedding a child rights approach based on the United Nations Convention on the Rights of the Child
- Children and adults in our school have an understanding of child rights, and rights respecting attitudes and language are embedded across the school.
- RRSA has had a positive impact on children and young people's learning and wellbeing

Impact:

- ✓ The RRS group are well established and have led some great improvements this year. Good progress has been made with RRS. We have created a school charter linking to our four values: safe; happy; learning; respectful. Staff are using more rights-based language and PSAs have developed a playground charter.
- ✓ Time on the inset was used to discuss RRS and next steps. We also evaluated where we were and planned next steps. ELCC spoke about making rights pupil friendly. Children can speak about their rights and can name many rights they hold. All children are aware of our charter linked to our values.
- ✓ All stakeholders are aware of our progress and next steps. Rights are shared/discussed at assemblies and in the weekly newsletter. The RRS steering group spoke with parents about our developments. Children used this information to plan next steps with the HT.
- ✓ We still need to embed the language of rights and how we use this in the playground when disputes occur with children. Our Holm ethos is very much based on rights and this shines through in our Holmie ethos.

- Children see themselves as rights respecting global citizens and are advocates for social justice, fairness and children's rights in school and our local community – year 2025 – 2026 – Global
- Using rights respecting language to embed our Holm Positive relationship policy
- ✓ We now need to track how this approach has impacted on children's wellbeing and learning.
- ✓ We need to gain some data re children's views in relation to this statement – this will be actioned in the 25-26 plan.
- ✓ Most adults use a rights respecting language, we now need to make this more consistent across the school.

Next steps:

- To become a rights respecting GOLD school by June 2026.
- Update our GOLD action plan for session 2025 – 2026 with a focus on positive relationships/behaviour and using the language of rights
- HT to track the impact of Rights approach in relation to learning and wellbeing and positive behaviour.
- To hold more whole school celebration days, engaging our stakeholders.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Our PEF allocation was used to employ PSA support. PSAs worked with children 5 times per week and focused on raising attainment in numeracy.

The interventions showed a rise in confidence and attainment for most pupils involved.

Wider achievements

Coileanaidhean nas fharsainghe

- We received our GOLD status from Sports Scotland award – this was led by Mrs Mackenzie and our sports leaders.
- We took part in many sporting events this year – Bailie Cup/Interschool Sports/McRobert Cup led by our teachers
- Leaderships groups were created for P5/6, P6/7 and P7 classes. Across the classes, 7 leadership groups were created: Sports; STEM; Digital; JRSO; Holmie Helpers; Gardening; Fundraising. Here is what each group achieved this year:

Sports – The leaders worked hard to ensure we gained GOLD sports school status! They also organised Health Week and Gladiator challenge day.

STEM – The leaders planned and led our annual STEM week and took part in the Highland STEM-O-VATION challenge. All leaders were accredited with Level 2/ Level 3 STEM leader status.

Digital – Digital leaders set up a coding club and helped to create videos for different events. They led some brilliant sessions for STEM Week inspiring many children across the school.

JRSO – This group worked hard to ensure our roads to and from school were safe and helped to control some parking in our car park. They also organised a walk/scoot to school week.

Holmie Helpers – Took part in school/community litter picks to ensure our school is beautiful.

Gardening – The gardeners have helped to develop our new GORGEOUS garden area and polytunnel with volunteers Hazel, Karen and Judith from our wider community.




Fundraising – The fundraisers worked with the parent council to plan and lead whole school community events. They helped to successfully raise lots of money for our school! They led red nose day events and celebrated world down syndrome day.

- We celebrated a whole school HEALTH week in June led by our teacher Mrs Mackenzie and our sports leaders. This involved working with lots of partner agencies like: Pets as Therapy, Bellfield Tennis Club; Highland Wildlife Park; IRA sports leaders; Performers UK; Caley Thistle Football.
- Pupil Council – raised over £800 this year with Movie nights and fun activities. The pupil council also planned and led a fantastic Holmie's got Talent!
- P1 and P2 classes visited the woods weekly to take part in high-quality outdoor education.
- Our choir attended the music festival and got a distinction award. They were taught by our wonderful clerical Mrs Walsh
- We welcomed our new polytunnel into our school and our ELCC staff and gardening leadership group have been leading improvements in the tunnel. We are now growing many fruits and vegetables.
- Our ELCC raised over £2200 by completing the equivalent of 23 marathons in May!
- Every week in our newsletter, we shared many "achievements from HOME at HOLM"


Comments from learners, families, stakeholders and staff

Beachdan bho luchd-ionnsachaidh, teaghlaichean, luchd-ùidhe is luchd-obrach

Pupil Council

-  *I feel safe at Holm, and I like all the staff – they help me.*
-  *We like being given jobs to do like plan the talent show and pick lunch clubs!*
-  *There have been lots of improvements since I have been at Holm. It just feels like "Home". I will miss all the extra things our school does like discos, movie nights and health weeks for example.*
(P7 leaver)

P7 House Captains

-  *Our school is really special and unique. I have loved being a STEM leader and all the staff are lovely.*

Our Staff

-  *We are a big Holmie family.*

SAFE HAPPY LEARNING RESPECTFUL

- ✚ *We have a clear vision and rationale – all staff support this and it is embedded in our school.*
- ✚ *We celebrate achievements very well in class and the wider school (community too).*
- ✚ *We work closely together to ensure that learning is progressive and supportive of all learners' needs.*
- ✚ *We are inclusive to everyone – we go above and beyond to meet the needs of our learners.*

Our Families

- ✚ *I hope you know just how amazing a school you have, and how much appreciation (and sense of relief!) we have knowing *our children* are exactly where they need to be now. ❤️*
- ✚ *I feel you've all done a fab job for *my child**
- ✚ *P1 information workshop – “Great workshop – very informative. I look forward to using the information”*
- ✚ *My boys love doing STEM (circuits with Mr Henstridge). It has really excited them and engaged them in their learning.*
- ✚ *I feel the ethos of the school is a big positive. It has a very welcoming and inclusive approach to making it a happy environment for the children. My child's teacher has been amazing catering to all the children's needs and going above and beyond to encourage my child to always try and push her when needed. There has been a wide range of opportunities for the children who come to the school which is a very positive way to promote new learning. Again, the big issue is behaviour and this is an issue that really needs to be explored again. The disruption caused in classes due to this is worrying and when it effects learning, it has an effect on everyone. This is something that parents need more information on to hopefully help you as a school too. I know the school has worked on this before but a refresher of this policy would be beneficial. Support staff seems very minimal. I feel the school are doing the best they can with what they have.*

Our Community and Partner agencies

- ✚ *“Our grandchildren moved from **** 2 years ago and settled into Holm Primary really well from the outset. My husband and I have attended as many events and activities that we have been able to do so and are impressed with the school!”*
- ✚ *As a visiting professional, I always feel a warm welcome when I visit Holm Primary and I see the same warm welcome for children who might be arriving at the same time in the morning. I feel my contributions are sought, received positively and valued. There is a strong ethos of inclusion and I have witnessed the dedication of members of staff to do their very best to support children and young people in their care, often focusing on children's strengths and thinking creatively in order to do this.*
- ✚ *The ethos in Holm is always friendly, welcoming and 'holmly' (lol). Staff work incredibly hard for their kids but also know them really well which makes supporting them a lot easier. The staff also have incredible relationships with the kids' families. A lot of the support that would be suggested is already embedded in the day-to-day practice of all the teachers showing the inclusiveness and supportive nature of the school. Children are mannerly and parents work well with staff for their kids which is always noted in Child's Plan meetings and when talking to staff about actions for the children. I am always made to feel like a Holmie and love my 2 days a week there.*

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
QI 1.3 Leadership of change	Good	Good
QI 2.3 Learning, teaching and assessment	Good	Good
QI 3.1 Wellbeing, equality and inclusion	Good	Good
QI 3.2 Raising attainment and achievement/Securing children's progress	Good	Good

Our overall evaluation of our capacity for continuous improvement is: Good

We are confident in our capacity for continuous improvement.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

1. We need to embed more moderation of writing from P1 to P7, using the benchmarks and assessment to ensure we are accurate in judging achievement of a level. Working alongside a partner school to ensure we are looking inwards, outwards and forwards. Within this we also need to evaluate our assessment of writing and make steps for how we can improve this.
2. Achieve GOLD rights respecting school status by June 2026 – with a focus on positive relationships/behaviour and expectations for all.
3. Finalise our Holmie Rationale with a focus on: leadership groups (going for accreditation); 1 +2 languages; outdoor learning; play.

Planning ahead

A' planadh air adhart

Full details of the school's 2025/26 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website:

<https://sites.google.com/invernessroyalacademy.org.uk/holmprimary/home?pli=1>

or by contacting the school office.