



STANDARDS AND QUALITY REPORT 2025-26

AITHISG INBHEAN IS CÀILEACHD

HOLM PRIMARY/ELC

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%



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.

Attendance 93.6%			Average Class Size 24.9			Meeting PE Target Target Met		
Pupil Numbers (inc nursery) 224			Teacher Numbers 12			Pupil Teacher Ratio 19.1		
N3 XX%	N4 XX%	P1 12.5%	P2 14.7%	P3 11.2%	P4 17.9%	P5 15.6%	P6 11.6%	P7 16.5%
SIMD Q1 ¹ 5%		SIMD Q2 5%	SIMD Q3 0%		SIMD Q4 80%	SIMD Q5 10%		Unknown XX%
ASN ² 25%		No ASN 75%	FSM ³ 10%		No FSM 90%	EAL ⁴ 10%		No EAL 90%

2024/25 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading	Writing	Listening and talking	Numeracy
Most	Most	Almost all	Most

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

SAFE HAPPY LEARNING RESPECTFUL

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

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.

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

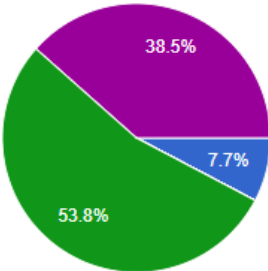
Ath-sgrùdadh air adhartas airson an t-seisein

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 1: Moderation to raise attainment in Literacy – ELCC and ASG.		
School Improvement Plan Priority 1		
Summary of progress	Next steps	Stakeholder Views
We have made good progress within this priority. In the ELCC, we have begun progress meetings (SMT with EYPs) with a focus on literacy and numeracy, this will develop further next year. This year, EYPs were able to talk confidently about key children using data like Developmental Overviews, Profiling and literacy/numeracy trackers. Next steps were identified for children moving to P1. Observations in profiles were of a good standard and most reflected skill development. Most children have next steps. We have made good progress in developing our setting spaces in relation to previous Care Inspectorate guidance. Spaces in the ELCC are homely and safe. Opportunities for developing literacy skills is accessible in most areas of the setting. Staff regularly evaluate the spaces and adapt accordingly. Moderation approaches with other settings have enabled us to identify huge strengths in both our outdoor and indoor spaces. Visits from other settings to our spaces have identified key strengths also. Within the school, we have also made good progress in moderation, working alongside our ASG. We now have a Writing Policy, End of year targets and an agreed whole school framework to assess writing. This consistency in approach has raised staff confidence levels in achievement of a level. Attainment in writing has also increased this year. All children from the focus group could tell me their next steps in writing. Working alongside a partner	Strengthen planning, tracking and attainment meetings to better support learner progress and engage families in their child's learning journey/experience more robustly. Create a robust moderation and quality assurance calendar for ELCC. Develop a clear play-based pedagogy in early stages (P1 teacher and ELCC staff). Embed our Holmie Writing Policy to improve consistency in learning and teaching across all classes/stages. Develop more robust approaches to writing moderation to effectively support professional judgement in	<i>In a recent survey, 100% of parents stated that their children have made good progress in literacy in ELCC.</i> <i>Teacher Baseline Survey Sept 25:</i> • 62% of teachers were confident using the benchmarks to assess writing • 37.5% of teachers were confident in making professional judgement when assigning levels to writing • 62% of teachers were confident to create next steps for learners in writing. <i>Teachers Post Survey May 26:</i> • 88% of teachers NOW confident using the benchmarks to assess writing • 68% of teachers NOW confident in making professional judgement when assigning levels to writing • 100% of teachers NOW confident to create next steps for learners in writing.

SAFE HAPPY LEARNING RESPECTFUL

school has increased staff knowledge and confidence in using assessment in writing.	writing . Early level teacher to work with Early level teachers from partner schools. Create a bank of “on track” Writing examples for each year group.	
Impact		
• ELCC staff confident in their approaches to enrich the spaces in our setting • Teachers more confident to use benchmarks, professional judgement and create next steps for learners • Increased engagement and enjoyment from children in writing (through Talk for Writing approach) • Attainment has raised in writing over time (P1, P4 and P7 data snapshots).		

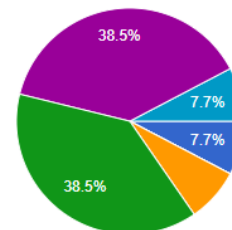
School Priority 2: <i>To develop a sustainable, whole-school culture based on the UNCRC by embedding children’s rights in the life of the school through learning about, through, and for rights, and to achieve the UNICEF Gold Rights Respecting Schools Award.</i>										
School Improvement Plan Priority 2										
Summary of progress	Next steps	Stakeholder Views								
We have made good progress with this priority. Staff are more confident in rights-based teaching and children are more aware of their rights. Rights underpin our Positive relationships policy and pupil voice is strong at Holm. Leadership groups in P5 to P7 ensure children are empowered to lead improvements. Pupil voice is used within Child Plans and children’s views are taken into consideration when Child Plans are created. We now track Health and well-being	Celebrate Diversity, differences and embed inclusion in everyday life at Holm (using safe, strong and free resources). Continue on our GOLD journey to achieve GOLD status.	Families: Survey May 2026 The school encourages children to share their ideas and opinions: 92.3% strongly agree/agree Families: My child has opportunities to lead within the school:  <table><caption>Survey Results Data</caption><thead><tr><th>Category</th><th>Percentage</th></tr></thead><tbody><tr><td>Green</td><td>53.8%</td></tr><tr><td>Purple</td><td>38.5%</td></tr><tr><td>Blue</td><td>7.7%</td></tr></tbody></table>	Category	Percentage	Green	53.8%	Purple	38.5%	Blue	7.7%
Category	Percentage									
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Purple	38.5%									
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twice a year using the Glasgow wellbeing tool. The twice yearly data points allow us to analyse any dips in children's scores across the year and intervene either at a personal or whole class level.

Our PEF groups this year have focused on improving literacy and closing attainment gaps for children in phonics and sound knowledge. Children's needs and rights were placed at the heart of these interventions.

Trauma informed approaches linked to behaviour

Effective use of data:
Use HWB survey data more strategically to guide interventions and improve support for children.



77% strongly agree/agree
23% - neutral/disagree (younger classes not so much)

Rights Respecting Schools

What do we do well in promoting rights and wellbeing within the school?

7 responses

Assemblies & activities to make children aware

My kids are happy and responsible so I'm guessing this is filtered down from the staff!

You have a rights group and talk about it in assembly

Respecting individuals and showing young people they matter - right from greeting them by name in the morning at the school gate.

Assembly

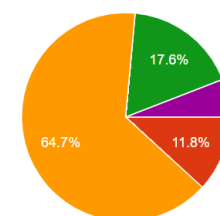
About treating people with respect.

Discuss these in class. Have them displayed on classroom walls.

Staff:

Children's rights contribute positively to the way we celebrate and promote diversity and inclusion

17 responses



Strongly disagree
Disagree
Agree
Strongly agree
I'm not sure

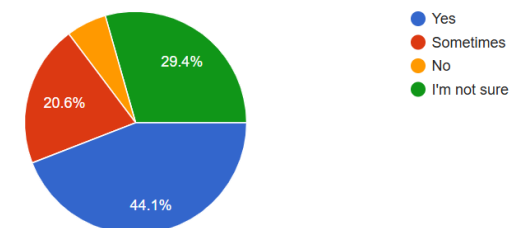
14/17 Staff agree we celebrate diversity. 3/17 disagree. See comment below also. This requires to be a next step.

“Regarding the Diversity and Inclusion question, i only put disagree because i don't think we celebrate other religions/cultures very much. We have a variety of religions/cultures in the school and their celebrations don't seem to be particularly acknowledged. It might be nice for children to understand why some of their friends are fasting, don't celebrate Christmas and what their festivals are. Some teachers may already do this, but it's not generally done as a wider school and I would love to see more diversity in our visitors who take part in Assembly. It would be nice to know more about these things to increase tolerance and understanding and celebrate these differences. This is not a criticism, it's purely my observation”. Nov 2025

Children:

My school celebrates different backgrounds and cultures

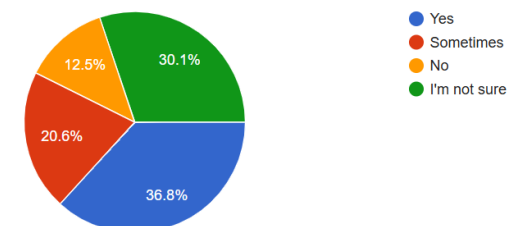
136 responses



Children's views also reflect the above with 56% stating that we do not celebrate diversity enough.

I can make a difference to the rights of others in the wider world

136 responses



We now need to look at embedding rights further than our school – locally and globally. Less than 40% of children stated that they know how they can use

rights to help others in the wider world.

Impact	
• ELCC staff have begun to embed our school values in the setting. Children have teddies for each of the 4 values. These teddies are used to discuss issues and gives children a voice. ELCC staff use the language of rights within the values in conversations. • In our Children's survey, 60% of children stated that they know about rights. 40% said sometimes. This shows that most children are aware of rights. Time has been spent learning ABOUT rights, we now need to focus on learning THROUGH and For rights. • 70% of children stated that their needs were supported by adults at Holm. 30% said sometimes. Children feel empowered to share ideas and that their views are listened to. The rights approach has supported this. • STEM leaders have achieved Level 2 Young STEM leader award and P7 leaders have achieved Level 3. • Our P5 children won the regional award at Young STEM Engineers in May, with one children winning overall design and visiting Aberdeen for her award. • Our Gardening leadership group have used their leadership skills to develop our Gorgeous Garden area. • Our Self-evaluation in this area has been ongoing and highlights clear next steps in order to achieve GOLD – pupil survey/staff survey and RRS ragging tool.	

School Priority 3: Moderation of Writing from P1 to P7 to raise attainment for all.

School Improvement Plan Priority 3

Summary of progress and impact	Next steps	Stakeholder Views
We have made good progress in this area. Assessment approaches to writing and a Holmie Writing policy is now in place. This has been developed with staff from Early to Second level. Professional dialogue and self-evaluation in relation to writing this year has enabled us to develop end of year writing targets and next steps for Writing Jotters and Folders. Our Writing Framework (Talk for Writing/end of year targets/Writing policy) will ensure consistency and standards from P1 to p7. This will be used to support practitioner professional judgement in relation to achievement of a level. End of year targets were moderated across stages using the benchmarks. The end of year targets will allow for progress through each year group, focusing on key elements in writing. Sampling of writing jotters and Blue writing folders this year highlighted that most children were making good progress in their writing – this is clearly evident through Hot and Cold tasks. Attainment over time in writing has improved. Our writing improvement journey begun in 2020, where we decided to use Talk for Writing as our vehicle to drive forward Writing attainment and engagement. In 2019,	• Embed our writing policy from Aug 26 • Embed the use of end of level targets for P1 to P7 • Continue to track and monitor attainment in writing • Establish a robust annual writing moderation process to maintain high standards and consistency and to support professional judgement of achievement of a level for P1, P4 and P7. • Target children in P4 who did not achieve First Level in June 2026. These children to be included in PEF interventions from Aug 2026.	<i>Children: Focus Group Jan 2026</i> • <i>Have more time to just free write</i> • <i>We need to improve our handwriting across the school</i> • <i>I like making my own stories in the cold and hot task P7</i> • <i>I feel confident to write now P4</i> • <i>I love how I am allowed to let my imagination go wild P6</i> • <i>I like doing the story mapping the best P7</i> • <i>I don't like writing by hand because my writing is messy and I am slow so my teacher lets me use google docs and this helps me P7</i> • <i>We take part in some writing competitions which is fun! P6</i> • <i>I need to work on using finger spaces in my writing P4</i> Families Views May 2026: • <i>Continue on the path of making it fun and inclusive</i> • <i>Celebrating writing success more</i> • <i>My child enjoys writing stories and talks about hot and cold tasks at home!</i> Staff feedback May 2026: Having a consistent approach throughout the school in terms of marking. Would also be better to moderate through using the same text for assessment purposes. Professional dialogue Continue to work with stage partner if unsure about writing judgement. Begin to use the end of year criteria when assessing especially at level end. Having different examples of writing that demonstrates S*, S**, S*** etc

combined achievement in writing for P1/P4 and P7 was 57.5%. This has risen over the years. Combined writing achievement this year for P1/P4 and P7 is 75%, with P1 achievement at 83% and P7 at 82%.		
Impact		
• Attainment – learners are making good progress in writing. • Progress over time is evident in Blue Holmie Writing folders – Hot and Cold tasks. • Children are more engaged in writing and are more excited to write. Children are aware of their next steps and can talk about these confidently. • We have a robust approach to teaching writing and now assessing writing. • Robust self-evaluation/moderation this year has enabled us to make good strides forward in writing with clear next steps for 2026-2027.		

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Progress:

- A PEF PSA was employed to undertake Literacy interventions with groups of children from P1 to P6
- Children would work with the PEF PSA x3 weekly
- Humpty Dumpty word walls were used to track progress in phonics for all children
- Children enjoyed attending the groups and teachers saw confidence grow for most children
- A range of engaging activities were used – listening for instruction games, CVC word games and whole group literacy games
- Children have shown improvement in their phonic knowledge and also in bronze/silver spelling words (p2 and P3 children)
- PEF PSA also focused on a small number for numeracy interventions
- On Fridays, PEF was used to support a small group of girls focused on nurture and Health and well-being.

Impact:

P2s

- 5/6 children in P2 have achieved early Level in Literacy
- Most children in P2 can now spell all bronze and silver words (common words)

P3s and P4s

- 15/17 P3s and P4s have moved at least 2 groups in phonics.

P5s and P6s

- 11/14 children have moved at least 2 phonic groups
- Family feedback – “the numeracy interventions have really supported my child and his confidence. He really enjoys taking part in the group”.
- Friday PEF groups – “my child loves a Friday when she can work with Mrs Williams. It really boosts her confidence and self-esteem”.

Our PEF PSA – “the children enjoyed activities best that had repetition. Building relationships was key to success”.

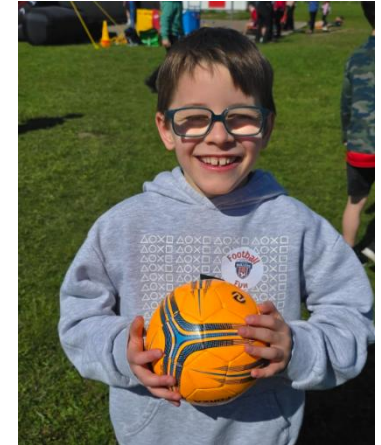


Wider achievements

Coileanaidhean nas fharsainghe

- We celebrate out of school achievements in our weekly newsletter
- We celebrate awards at our Termly GOLD assemblies
- We celebrated all sporting achievements at our Term 4 Sports Assembly which ended with us being filmed by STV for our World Cup dance

- Our P7s take part in the Rotary Quiz every year
- Holm came second in the Inter School sports
- Holm came second in the Bailie Cup
- We have achieved GOLD status for Sports schools
- We have just uploaded all our evidence to become a Reading School
- Our P5 Pupils won the regional section of young Engineers and Olivia Finan won her section for STEM Invention with her invention of an “Allergen tracker”
- We celebrate Holmie Health Week every year. This year we worked with our 10 partnerships from Highland Ballers to Caley Thistle Hub!
- We celebrate STEM week every year. Our Young STEM Leaders are accredited by Level 2 and Level 3 (P7s)
- All P5 and P5/6 pupils were accredited with Young STEM Leader awards after taking part in the Young Engineers Programme this year
- Some children have gained Scottish Triathlon boys who have signed for



excellent achievements – We have a Champion, Weight Lifting Champion, 2 Caley Thistle this year.

Comments from learners, families, stakeholders and staff

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

ELCC Feedback:

We have been working hard over the last 3 years to improve our inside environment. We wanted our spaces to look more homely and calm. What do you think about our rooms?

7 responses

We think your rooms are wonderful. They are always set up beautifully with exciting and rich learning opportunities for the children. We also really like the outdoor space. It's fab!

They are very well thought out, natural and eco friendly and enable children to flourish

Amazing!

Very good and great for the kids

They look exactly that! Very inviting.

Lovely inside environment, very homely and engaging.

Cannot fault the rooms, great furniture along with educational toys.

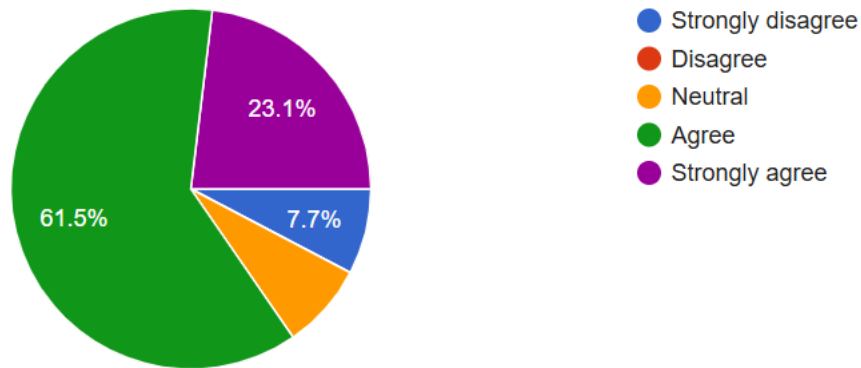
I love seeing the progress my daughter is making and seeing how far she has come on due to the teachers hard work.

It is great to see how well you know our [REDACTED] It is clear that you value the whole curriculum and have planned experiences across that.

SAFE HAPPY LEARNING RESPECTFUL

Priority 2 – Rights Respecting Schools

“Holm Primary promotes rights well within the school community” – 85% of families agree or strongly agree.



Next Steps in RRS ideas:

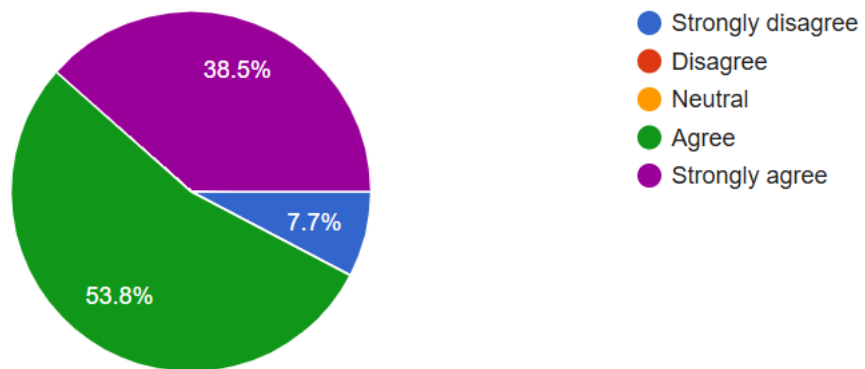
An attempt to send home some activities or do family activities so that the message extends past children in to families themselves

awareness of pupils mental well being

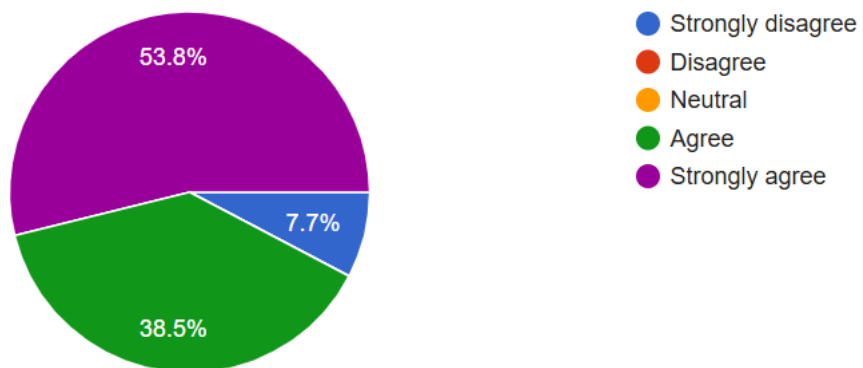
I think as pupils get older they can be very aware of their own rights but in that sometimes forget that their actions & behaviour affect the rights of others. This is probably already done but I think highlighting their understanding of the rights of others and every individuals part in that.

Priority 3 – Raising attainment in Writing from P1 to P7

My child enjoys writing at Holm School: 92.3% of families agree/strongly agree that their children enjoy writing



I can see clear progress in my child's writing in their blue writing folders: 92.3% of families agree/strongly agree that they can see progress.



What does Holm do well in relation to writing?

My child naturally doesn't get much enjoyment from writing but I feel her current teacher encourages the 'fun' aspects of writing, which makes a huge difference. We notice an improvement in both the quality and the amount of writing my child does since joining p4.

Enjoys writing for pleasure, school encourages writing for creativity and play

Good teachers

They enjoy writing stories. They talk about hot and cold tasks....

Creating their own stories

He enjoys seeing progress

Creative opportunities

Children Feedback:

I know what my next steps are in writing – I need to use more finger spaces.

I like writing but I wish we could just free write more!

The PEF groups are great fun and I have learned lots

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
Other QIs reviewed	Add comment	

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

We are confident in our capacity for continous improvement.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

1. Working with the ASG Schools to develop our understanding of the Curriculum Improvement Cycle with a focus on Numeracy.
2. Improve Moderation activities across the ELCC and School to ensure we raise attainment in literacy and numeracy (play approaches in ELCC and P1).
3. Improve our approaches to self-evaluation in Numeracy to ensure we raise attainment in basic facts and place value.

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 by contacting the school office. WEBSITE under construction at the moment*