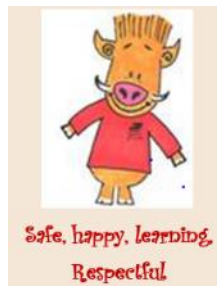




STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2023-2024

Holm Primary School



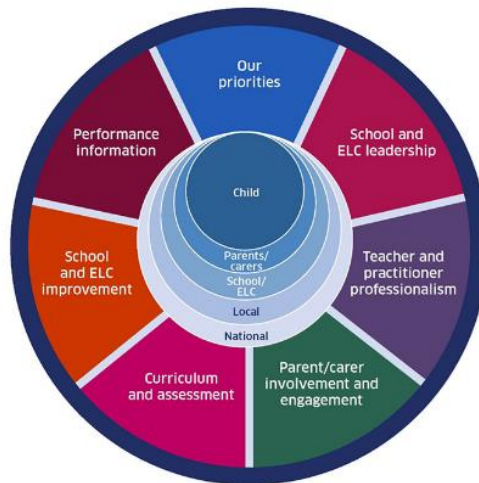
Introduction: Local and National Context
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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

We are pleased to present our Standards and Quality Report for Session 2023-24. 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.

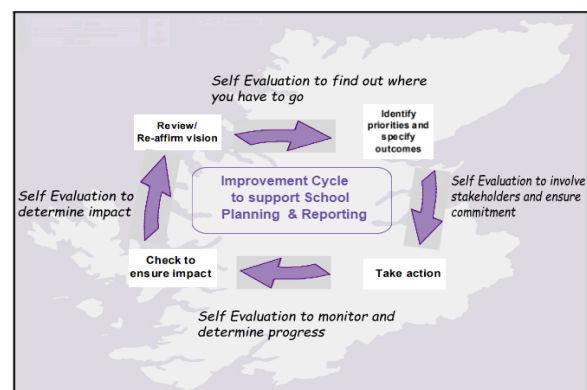
When we develop our improvement plan, we use key questions at scheduled review times throughout the session to know how well we are progressing towards achieving these positive outcomes and changes.

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.

Attendance 93.6%	Average Class Size 25.3	Meeting PE Target Target Met						
Pupil Numbers (inc nursery) 241 + 54	Teacher Numbers 11	Pupil Teacher Ratio 20						
N4 22	N5 32	P1 31	P2 25	P3 40	P4 33	P5 26	P6 36	P7 32
SIMD Q1¹ 10%	SIMD Q2 10%	SIMD Q2 10%	SIMD Q3 80%	SIMD Q5 10%	Unknown 10%			
ASN² 30%	No ASN 70%	FSM³ 10%	No FSM 90%	EAL⁴ 10%	No EAL 90%			

2023/24 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.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Our Vision at Holm (Holmies) (created April 2020). Due to be reviewed 24-25*

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

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

"DO what makes you a HOLMIE – 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.

Review of progress for session

Ath-seiridh 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:

WHAT I LEARN – TALK FOR WRITING/SCIENCE

Purpose:

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 21st 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

Progress:

Content:

Talk for Writing

- PT (SH) to lead on TFW
- Creation of TFW progression and planner for P1 to p7
- Re-cap on the process of TFW for all
- Planned time for moderation of TFW – Inset and Collegiate time
- Up-skilling practitioners on writing assessment: creation of a writing folder/use of writing rubriks/x3 yearly assessment benchmarking with stage partners
- Creation of “Talk for Writing at Holm” policy
- Visits to other classes and out-with Holm

Science

Planned professional learning on:

- Education Scotland Science Planners
- Science Skills and importance of science
- Planning for Science – whys and hows
- Development of Science 3 yearly overview (stand alone lessons)

Impact:

- ✓ Our PT led on this improvement.
- ✓ Data shows an improvement in writing over the passed 3 years. 77% of children in P4 achieved first this year and 87% of P7 children achieved second level.
- ✓ Staff sessions involving teachers built confidence. TFW progression planner is now in place which ensures consistency across P1 to P7.
- ✓ Assessment of writing will be embedded from August 2024.
- ✓ Very good progress was made in this area.

- ✓ STEM leaders appointed gained their young STEM leader award and led a STEM week which inspired lots of people.
- ✓ Science planners were showcased and these will be used next year by all teachers.

- Development of Outdoor Learning Toolkit linked to Science outcomes
- STEM leaders appointed within the school (pupils and staff)
- ✓ Term 4 – all teachers were to teach at least 6 science lessons.
- ✓ Outdoor learning toolkit developed next year.
- ✓ Good progress was made in this area.

Next steps:

- **Embed our Writing assessment into our yearly assessment calendar**
- **Further develop STEM into our Holm curriculum**
- **Moderate writing/assessment of writing**

School Priority:

HOW I LEARN – ASSESSMENT AND PEDAGOGY

Purpose:

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)**

Progress:

Children will experience high quality learning and teaching – “A Holmies Lesson”

Practitioners will improve their knowledge, understanding and skills of research informed teaching strategies.

All ELCC and teaching staff will have a sound understanding of the principles of learning through play and inquiry.

Across the IRA ASG:

Staff have a shared understanding of selected features of pedagogy (differentiation and spotlight on assessment).

Increased level of staff confidence of selected features of pedagogy (differentiation and spotlight on assessment).

Improved approaches to teaching and learning.

Raising attainment across curriculum.

Engagement with professional reading and research.

Collaboration between staff and schools within the ASG.

Impact:

- ✓ Ingredients for a very good lesson were identified by staff. Observations took place at SMT level, linking to the ingredients agreed.
- ✓ SMT observed overall good teaching and learning across the school.
- ✓ Teachers identified areas of next steps for their own teaching practice.
- ✓ P5 teacher took part in National Writing Programme with Education Scotland which focused on raising attainment in “tools for writing”. As a direct result, P5 children can all talk confidently about writing targets, next steps and their has been a steady improvement in attainment in this class.
- ✓ P5 teacher worked with other teachers across Scotland – moderating and sharing practice.
- ✓ Teachers took part in ASG sessions focused on power up pedagogy research. Teachers used some aspects of the research to inform teaching and learning.
- ✓ This year all teachers focused on Talk for Writing strategy to improve attainment in writing from P1 to P7. Attainment in writing

Experiences of the learners are more appropriately challenging and better matched to their learning needs.

- has increased. 79% in P1/P4 and P7 have achieved levels.
- ✓ All ELCC staff/P1 teachers and our depute took part in Froebel training along with other professionals from across Highland. Froebel approach to play has supported the development of play in our settings and P1 classrooms.
- ✓ Staff feel more informed on play development after Froebel training.
- ✓ Overall, good progress was made in this area.

Next steps:

- Embed Froebel approach in P1 and ELCC setting. Develop a shared “planning for play” document in P1/P2 classes. Outdoor learning from p1 extended out to P7?
- Further develop our “Holmies Lesson Ingredients”. Develop a culture of support and moderation across our school including lesson observations/feedback and next steps. Teachers to collaborate together to develop areas of development, extending on plans from this year
- Assessment – further develop our assessment to ensure assessment informs learning and teaching – with a more robust focus on “use of assessment data”.
- P4 and P5 teachers – to further develop National Writing Programme.

School Priority:

SHARING MY LEARNING – PROFILING AND ASG COLLEGIATES

Purpose:

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

Progress:

Planned professional learning on the ingredients of effective profiling and reporting:

- Review and evaluate current profiles and plan next steps using HC expectations format
- Use of digital profiles for P6/7 on google sites. Training for teachers x 3 and HT. Link with another school
- Up-skill staff on use of meta-skills and some teachers to trial using these (P5)
- Learning visit to another school using google sites for digital profiles

IRA ASG ACTION:

- Shared professional learning and discussion around feedback/spotlight on assessment.

Impact:

- ✓ P5 teacher trialled new approaches to profiling this year with her 32 children.
- ✓ Family feedback from new style profiles – 18/19 families stated that children were proud of their profiles, thought they were well organised and thought they shared evidence of learning/achievements very well.
- ✓ Pupil voice – children in the P5 class are confident to share their new profiles and could talk confidently about the meta-skills, targets and achievements. They had 100% ownership over profiles.
- ✓ P6 and P7 teachers set up and trialled digital profiles.
- ✓ P5 teacher this year embedded the use of meta-skills in her profiles, learning conversations and evaluations. Children

- can confidently talk about the skills they have developed within their profiles.
- ✓ Collaborative Lead Officer Fiona Jamieson spoke to some children about their learning profiles and stated that children were “confident” and could “clearly talk about their skills, achievements and targets”.
 - ✓ Leadership groups in P6/7 and P7 class was highly effective this year with 9 groups being established, meeting weekly for 45 minutes to work on school improvement which was all pupil-led.
 - ✓ Overall, good progress was made in this area.

Next steps:

- Further develop use of digital profiles for P6 and P7 pupils
- Agree and create a profile standard for P1 and P2 (ELCC approach) / P3 to P5 (embed Mrs Brooks research from this year).
- ASG sessions to focus more on sharing good practice across the ASG, following recent survey results.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

- PEF money was used to employ a teacher to lead Breakfast Club and numeracy interventions with key children.
- Numeracy interventions showed a rise in attainment for most pupils within the cohort.

Wider achievements

Coileanaidhean nas fharsainghe

- We were awarded our Digital School Award this year led by Mr Henstridge and our P6 and P7 digital leaders
- We were re-accredited with our SILVER Rights Respecting School award led by Mrs Brooks and the RRS steering group
- We took part in many sporting events this year – Bailie Cup/Interschool Sports/Netball Tournaments/McRobert Cup, led by our teachers Mrs Mackenzie, Miss Allan and Ms McHardy
- Some of our children attended the SSAA primary Cross Country championships in Fife in April – the girls got placed very high!
- Our P7 Maths team won the Highland Maths Champion Award – they came first out of 30 schools across Highland!
- Our P6 and P7 STEM leaders were awarded their official YOUNG STEM LEADER award through the “young STEM leader” programme which they took part in this year
- We celebrated a whole school STEM week in March led by our STEM leaders
- Miss Penman our P1 teacher completed a year training in the Froebelian approach to play. She is now accredited in 6 Froebelian Elements from the Froebel Trust.
- All our ELCC staff, including our P2 teachers and our PSA have been accredited with Element 1 of Froebelian approaches to early childhood education.
- P5 Teacher Mrs Brooks was accredited with “National Writing Programme” certificate through Education Scotland.
- We celebrated a whole school HEALTH week in June led by our teacher Mrs Mackenzie and the sports leaders in P6 and P7

- Leaderships groups were created for P67 and P7 classes. Across the classes, 7 leadership groups were created: Sports; Recognition; Digital Leaders; STEM leaders; Library Leaders; House Captains; Holmie Helpers.

Sports leaders – Plan and led a whole school health week and Sports challenges

Recognition – Led new awards in the school linked to our values

Digital Leaders – We received a digital schools award for all their hard work and children led a lunch coding club

STEM Leaders – Planned and led a whole school STEM week and were accredited as official “young stem leaders”

Library Leaders – Planned and helped to set up a new school library

House Captains – led house challenges for ELCC to P7

Holmie Helpers – supported with our new positive relationship policy and made the playground a safer place

- Pupil Council – raised over £1500 this year with Movie nights and fun activities
- P2 class went to the Culduthel Christian Centre for a few weeks to work in partnership with the community at baby groups. This was led by class teacher Mrs Henderson
- P1 and P2 classes visited the woods weekly to take part in high-quality outdoor education, led by Miss Penman and Mrs Henderson.
- Our choir attended the music festival and got a commended award. They were taught by our wonderful clerical Mrs Walsh
- Our garden gang (P5 and P6 pupils) designed and created a new garden space in our school – The Gorgeous Garden
- Our P67 and P7 pupils led an art gallery for families and the public. They showcased beautiful artwork that inspired many! They even got an article in the Inverness Courier! This was led by Mrs Nicholson and Mr Henstridge.
- Our ELCC team were awarded with “Space to Grow” an initiative to maximise the use of our outdoor area. This was led by Ms Webb and Mrs Morrison (Senior EYP).
- Our ELCC team and parent council secured funding to get us a huge polytunnel for the playground, this will be used by ELCC to P7 next year and also members of the community.
- Our P4/5 class visited the local care home which created strong links within our community
- P3/4 and P4/5 class visited the Highland Hospice to support this local charity. Mrs McAra and Mrs Mackenzie worked in partnership for this through their IDL topic
- Our whole school sponsored Duathlon/colour run raised money for Maggie's Highland
- Every week, we shared many “achievements from HOME at HOLM” – with many different achievements recognised and celebrated

Comments from learners, families, stakeholders and staff

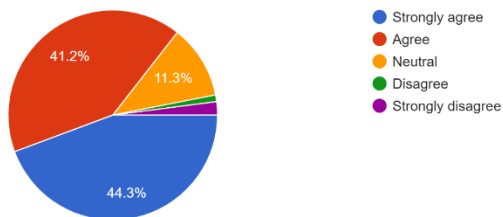
Beachdan bho luchd-ionnsachaidh, teaghlaichean, luchd-ùidhe is luchd-obrach

Families

In May 2024, we surveyed all families. We received a 46% return (97 out of 210 families):

The school values partnerships between home and school to support children's learning, development and wellbeing

97 responses



“DO what makes you a HOLMIE – Safe, Happy, Learning, Respectful

85.5% strongly agree/agree that school values partnerships with families

Positive Comments from our Families	
Holm is an amazing school and I love the fact they support the traditional values and beliefs of the UK	My child is happy to attend school, has made friends and seems very settled within his class. I've had one issue with my child and another and upon speaking to the class teacher, she was already aware of the situation and was able to sort it quickly between the children. I'm very grateful for this.
My child loves Holm Primary, she is very happy here and tells all her family and friends how much she loves it.	Very happy with staff throughout time as a parent at the school.
My children love the school they love coming every day and enjoy their learning, even if there are some playground/ classroom issues which is great	We think you're doing a great job. Our children are very happy at Holm and are all progressing well.
I think the school is very active in giving lots of opportunities to all children.	Good communication via social media. Facebook page is good and enjoy seeing videos/photos. Good variety of activities during school/after school. I feel children <u>are able to</u> contribute to ideas for school and are involved in much of these conversations with management which gives them a sense of excitement and pride in their school.
Staff go above and beyond for my child. Great school. Thank you all	The detailed report done for P2 where the child is the focus for a week was great, I fully appreciate the amount of work and effort this takes from the teachers.
I like how the Head Teacher knows my child very well as well as all the other teachers.	My son's P5 class teacher has changed his school experience for the better. She knows and understands him. She has done everything possible to support him emotionally and with his difficulties with learning. She has developed an atmosphere in the classroom of respect and acceptance of each other. The school have put in place additional supports to help him with his learning and have engaged <u>really well</u> with us as parents with updates for which we are very grateful.
I'm happy with everything	Great School! No complaints!
School has always been supportive of my child's needs. Being a family with a child with Autism, schooling and the everyday challenges that brings can be extremely difficult to navigate but Holm primary have excelled in making our experience positive.	My child is very happy in the school setting.
Just admire how either the head teacher or deputy etc is at the gate each morning welcoming everyone, great idea.	Very happy with how the school is run

Snapshot of next steps:

Learning is important. But children also need emotional support and encouragement!
Even more holistic emotional support x 3 comments: Support, encouragement and individual <u>direction</u> More positive encouragement
The slight issues with 'bullying/hurting' other children addressed. Repeated and nothing seems to change so my child has stopped advising what's going on.
Make them feel safer from kids been mean and horrible to them
Just to be valued better as an individual and getting to know the child no matter what age/class they start at Holm. G.I.R.F.E.C

Learners

	Number of pupils				
	Yes	Sometimes	No	Not sure	No answer
1 I learn about my rights at school	137	44	0	2	0
2 I enjoy being at school	97	79	5	2	0
3 I feel safe at school	116	51	3	13	0
4 Adults treat me with respect	114	52	0	17	0
5 Pupils are kind and helpful	118	54	0	9	2
6 If I felt unsafe, I could tell an adult	124	44	0	14	1
7 My teachers listen to me	135	43	0	4	1
8 I can influence decisions	110	55	3	15	0
9 I know how to make progress	137	44	0	2	0
10 In general, I like the way I am	130	46	5	2	0
11 I can do things to help locally	95	34	5	49	0
12 I can do things to help globally	81	44	5	53	0

"DO what makes you a HOLMIE - Safe, Happy, Learning, Respectful

Staff

Through staff PRD meetings:

- We need to ensure we understand the background to our children and value the trauma they have been through
- Our PSAs are a strong team with different strengths within the school
- We need to focus on numeracy and maths as a priority as we have focused on writing for the last 3 years
- We need to work on supporting the emotional wellbeing of pupils
- We need to ensure there is better, clearer communication within the school
- We need consistency with our relationships/behaviour policy and a clear vision for this

Stakeholders

Highland Estate Team/Maggie Wormald (Botanic Garden)

“Hi Ruth, I’ve just had a call from Ewan at the Botanic Gardens about Maggie’s work on the outdoor project at Holm. Maggie has been really well looked after by the staff and pupils and everyone has made her feel so welcome he wanted me to pass on his thanks to you all. Maggie has enjoyed it so much she is hoping she can return as a volunteer too which sounds fab! It’s so nice to get some positive feedback on a project. Anyway, thanks for making Maggie feel so welcome and I’m really pleased to hear that it’s all gone so well. I will hopefully manage to come and see the garden at some point in the summer term when I am in Inverness”

P6/7 and P7 Art Gallery – feedback from our Public visitors:

Great afternoon with lots of amazing talent on show.

Amazing artwork, very professionally presented. Very Well done!

Absolutely loved this. Such a great idea. The artwork looked fabulous, especially mounted and framed! Well done everyone!

Brilliant Idea and hugely impressive! High standard of art and learning and very professionally done! Well done P6 and P7.

STEM WEEK volunteer: March 2024

Dear Mrs MacKay,

I hope this email finds you well. I wanted to take a moment to express my sincere appreciation for the remarkable conduct and manners displayed by the pupils of Holm Primary.

During my recent visit to your school, I thoroughly enjoyed showing the pupils some of the forensic science techniques used by police officers. Their enthusiasm and engagement during the demonstration were truly inspiring. I was also impressed by the politeness and courtesy exhibited by the pupils throughout my visit. From holding doors open for me to their respectful demeanour in the hallways, it was a pleasure to interact with such well-mannered young individuals.

Having visited numerous schools over the years, I can confidently say that Holm Primary stands out as one of the best in terms of fostering a positive and respectful environment for learning. The dedication of your staff and the positive influence they have on the pupils are evident in every interaction. I commend you and your team for cultivating such a nurturing and respectful atmosphere, which undoubtedly contributes to the overall success and well-being of the pupils. It was a pleasure to witness first-hand the positive impact of your school's ethos.

“DO what makes you a HOLMIE – Safe, Happy, Learning, Respectful

Could you please pass on my appreciation to the staff and pupils of Holm Primary? Their conduct and enthusiasm are truly commendable and deserve recognition. Thank you once again for your commitment to excellence in education.

Educational Psychologist – ***“The Holm team are very welcoming – staff and pupils”.***

Culcabock Golf Club

Hello, thank you for organising and the school for bringing the children down to Torvean today. Good to see some friendly faces who have been down before with Brownies etc. ***I just wanted to say how well behaved the children were. They are a credit to their parents/carers and to their school. Well done.***

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:

We are confident in our capacity for continuous improvement.

Key priorities for improvement planning **Prìomhachasan airson planadh airson leasachadh**

1. To further develop our curriculum looking at the totality of the curriculum – 2 years

From families survey and feedback from staff, we need more of a focus on emotional and mental wellbeing
Froebel and play – ELCC to P2
Holmies Lesson Ingredients embedded
Profiles and meta-skills developed – P3 to P7
Develop a curriculum rationale for Holm

2. To raise attainment in numeracy – basic facts and place value for all – ELCC to P7 – 2 years

In P1, P4 and P7 our maths attainment this year was 82% achieving appropriate levels. However, across the school in other year cohorts, children are not achieving in some areas of numeracy particularly basic facts and place value. Across the school, these 2 elements are the lowest achieved in numeracy diagnostics.

3. To achieve GOLD status in Rights Respecting Schools Award – 2 years

4. To work with our ASG schools to improve teaching and learning and to improve our support network for teachers.

Planning ahead **A' planadh air adhart**

“DO what makes you a HOLMIE – Safe, Happy, Learning, Respectful

Full details of the school's 2024/25 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/holm-primary/home> or by contacting the school office