



# HOLY FAMILY PRIMARY

## STANDARDS & QUALITY REPORT

### 2019-2020



## Context of the school

Holy Family Primary School was built in 1966 and serves the Roman Catholic community of Kirkintilloch and Lenzie. There are currently 354 children on the school roll making fourteen classes; we also have an extended day nursery. Most of the children who enter primary one have previously attended Holy Family Nursery or local authority/ private pre-five establishments. The associated secondary is St Ninian's High in Kirkintilloch. A transition programme is in place both for new entrants to primary 1 and for primary 7 children moving on to secondary school.

The staffing complement of 18.75/18.5?? includes the head teacher, two depute heads (one senior substantive and one acting), one acting principal teacher, twelve full-time teachers, and four job-share teachers. In addition, the school has 1.5 Learning Support Staff. An instrumental tutor for wind instruments visits the school weekly to work with individual children as well as music teacher Mrs Jones who is in school every Wednesday. We have the equivalent of three classroom assistants, 2.5 support for learning assistants, two full-time clerical assistants and one part-time clerical assistant.

## Our Shared Vision, Values and Aims

***In Holy Family Primary School, we are actively engaged in the pursuit of excellence. It is our purpose to provide a Catholic education of the highest quality that will enable all our young people to become successful learners, confident individuals, responsible citizens and effective contributors.***

**We aim to:**

- *Create an ethos of achievement within our learning community and so raise standards of educational attainment in all areas of the curriculum*
- *Support and develop the skills of all staff to ensure the highest standards of learning and teaching*
- *Use enterprising learning and teaching practices that encourage enthusiasm, creativity and ambition enabling each individual to reach their highest standards of achievement*
- *Work in partnership with home and parish to build a sense of Christian community where all members are held in high respect and their dignity, worth and individuality are respected*
- *Welcome parents as active participants in the life of the school to help all children develop physical, social, spiritual, mental and emotional health and well-being*
- *Ensure the deployment of excellence by fostering high quality leadership at all levels*

At Holy Family achieving equity and excellence for all children is our central aim. This year we received £34,800 in PEF funding which was used to ensure that every child at Holy Family had equity of opportunity to succeed, with particular focus on closing the poverty-related attainment gap. We understand the importance of providing a safe and inclusive environment and we are aware of the different barriers to learning; we strive to put in place support which is tailored to the individual needs of each child. The school offers a safe place, where pupils are nurtured in order to develop their confidence, self-esteem and emotional resilience. We believe all children are entitled to develop to their full potential academically, socially, emotionally, physically, morally and spiritually. We work hard to enable each child to grow in confidence in order to participate in our wider

community. The percentage of children achieving CfE levels relevant to their stage is above the national/local average.

Through our Improvement Plan we take account of local priorities alongside those in the National Improvement Framework (NIF). We are constantly striving to further enhance attainment and consistently improve standards and quality in all school functions. A carefully planned collegiate calendar ensures that our Professional Learning Communities (PLC) meet regularly for professional dialogue, planning and moderation activities. Due to school closures due to the Covid 19 Lockdown staff meetings were conducted online and staff CPD continued to be delivered on an online platform.

We actively cultivate respectful, supportive relationships between pupils, teachers and parents and provide regular opportunities for pupils and parents to take an active role in the life of the school. We value and work together with our PTA and Parent Council, understanding the important role they play in our school community. Due to school closures due to the Covid 19 Lockdown PC meetings were conducted through Webinex to update parents and gather views.

As a Catholic school, we have strong links with our parish and are committed to developing as a community of faith, which promotes the Gospel Values. Although the school was closed due to the Covid 19 Lockdown, the school community met online twice for virtual mass and a virtual Leaver Assembly.

Through consultation with pupils, staff and parents Pupil Equity Fund will be used to support learning, address the poverty gap and provide rich learning experiences for pupils. PEF has enabled the school to purchase two staff members to deliver twice weekly Rainbow Reading Support Groups

- Bus Tickets. Infant Play Equipment, STEM family Night, Shelving and Storage IKEA, CD Players for Rainbow Readers and headphones, Classroom Assistant Aug – Nov, Dyslexia Assessment and support Materials. PEF funded teacher for 1 day a week for additional support of pupils and development of pupils support materials, especially in Reading and Reading Assessment. Pupils were also identified and supported to attend educational trips and residential trips. PEF also paid for transport for a group of children to visit Celtic Park as guests of the Kano Foundation. These were children who had never experienced a large, live sporting event. Factors such as SIMD, FME and SCG were taken into account when the children were selected.

We have begun work to address the following areas identified as requiring further development at the EDC Quality Review in February 2019

- *Differentiation matching the needs of pupils*  
*In line with recommendations novel studies are now undertaken within differentiated reading groups throughout the year with a group per term undertaking such a novel study. This has allowed more focussed learning and teaching at the appropriate level for all pupils.*
- *Challenge, especially in reading*  
*Rainbow Readers CD Players and Headphones, Clicker 8, GL Phonic Assessment (PHAB2), Spell Checkers*  
*Electronic Reader pens to support pupils with Open Dyslexic profiles or with dyslexic identification*  
*Twice Weekly Rainbow Reader Sessions for all children with ODP and diagnosed as dyslexic and those who require support in reading.*  
*GL Phonic Assessments have allowed for a more diagnostic profile to be created highlighting specific learning needs and areas for reinforcement.*

*EST is now a member of the EST Forum which will allow for recommended resources, the sharing of knowledge and good practice to increase support in Literacy Support and EALS. We have begun to look closely at our approach to teaching reading, the resources that we use and how we assess. This will be included in our SIP for 2020-21.*

- *Continued refinement of forward planning, monitoring and tracking, self-evaluation and how this informs next steps in learning.  
All teaching staff have now adopted the model that was trialled in 2018-19. Monitoring and Tracking meetings are more focussed on learning and teaching dialogue rather than recording what will be taught/covered. The focus is on groups, individuals, ASN and H&WB. There is also discussion regarding SIMD, family circumstances and involvement of outside agencies.  
The change to this format has allowed for deeper discussion of the needs of individual pupils within the class and allowed a focus on supporting them.  
The meeting is supported with evidence recorded in the yearly Assessment Record where class assessments and achievement forecasts are recorded. There are still some adaptations needed in order to have clear progression/achievement noted within the spreadsheets, but these have been a valuable tool.*
- *Development of partnership working, especially STEM  
STEM Fortnight, STEM Family Engagement Evening – Parent, Staff and Pupil Feedback collected.  
The completion of a Science programme for all stages that ensure progression and is in line with the benchmarks.*

## Attainment Profile

17 % of children who attend the school live within SIMD 1-4 (Scottish Index of Multiple Deprivation). The Free Meal Entitlement (FME) for Holy Family PS is 8 %.

Children who enter the school in P1 have attended Holy Family Nursery, other local authority or private provider pre-5 establishments. The associated secondary is St Ninian's High School to which almost all P7 children will transfer.

The following table outlines Achievement of a Level 2019-20 for Primary 1, 4 and 7. Figures have been estimated using teacher judgement based on progress up to the school closure in March 2020.

2019-20	Reading	Writing	Listening and Talking	Maths
Early (P1)	91%	89%	91%	93%
First (P4)	83%	77%	88%	77%
Second (P7)	90%	90%	96%	92%

2018-19	Reading	Writing	Listening and Talking	Maths
Early (P1)	92%	92%	94%	98%
First (P4)	91%	91%	92%	83%
Second (P7)	90%	88%	97%	86%

## SNSA 2019-20

Not all assessments were completed due to school closures in March 2020. P4 and P7 Numeracy were not completed.

P1 47 pupils	Band 6+ and 5	Band 4 and 3	Band 2 and 1
P 1 Lit	2% (34)	91% (62)	9% (4)
P 1 Num	20% (47)	73% (41)	11% (11)
P4 48 pupils	Band 9+ and 8	Band 7 and 6	Band 5 and 4
P 4 Reading	77% (78)	14% (23)	8%
P 4 Writing	58% (49)	33% (48)	8%
P 4 Numeracy	N/A	N/A	N/A
P7 51 pupils	Band 11+ and 10	Band 9 and 8	Band 7 and 6
P 7 Reading	63% - 31 pupils (56%)	37% - 18 pupils (37%)	2% - 1 pupil (7%)
P 7 Writing	50% - 25 pupils (40%)	46% - 23 pupils (49%)	4% - 2 pupils (10%)
P 7 Numeracy	N/A	N/A	N/A

Numbers in brackets represent 19/20 figures

2 children did not complete reading in P7 and 1 child did not complete writing in P7

## School Priority 1: Raise Attainment in Writing - Talk for Writing

### NIF Priority

- Teacher Professionalism
- School Leadership
- Assessment of Children's Progress

### NIF Driver

- Improvement in attainment in literacy
- Closing the attainment gap between the most and least disadvantaged

### HGIOS 4 QIs

- 1.2 Leadership of Learning
- 2.2 Curriculum
- 2.3 Learning and Engagement
- 3.2 Raising Attainment and Achievement

## Progress and Impact

Staff have benefitted from a further day and a half training days on Talk for Writing;

Training Day 1 (1/2 day): Talk 4 Writing Focussing on Moderation of Annotation of achievement of a level

Training Day 2; Talk for Reading –Poetry

Further resources were purchased, especially the Poetry Spine to support this area.

Assigned members of the teaching staff continued to attend PLC groups at early, first and second level sharing good practice, supporting T4W implementation, participating in reciprocal visits and moderating writing across the cluster. Groups then presented their findings at a Moderation Showcase held in Holy Family and attended by all cluster schools. This was a very successful event and teaching staff found the annotated examples of pupil work very useful. The staff involved in the presentation and delivery of the event are to be commended.

Literacy Champions attended a further project lead day in February which focussed on supporting staff in ensuring that the model continues to be implemented consistently across all stages of the school. They also continued to collaborate to develop exemplification materials, planning guidance and guidance to ensure a broad coverage of writing genres as we move forward.

Pupil engagement continues to be high. Staff are now confident and able to adapt the pedagogy to the needs of individual pupils and the class as a whole. Staff confidence has allowed an increase in pace in certain areas of T4W, in response to pupil input, especially in story mapping.

## Next Steps

- Literacy Champions will continue to monitor, develop and evaluate Talk 4 Writing within our school.
- Cluster planning materials to be rolled out.
- All new members of staff will receive training to ensure a unified approach to writing across all stages and within the cluster

## School Priority 3: To extend learning through play into P2, building on the approaches already established in P1

### NIF Priority

- Teacher Professionalism
- School Leadership
- Assessment of Children's Progress

### NIF Driver

- Improvement in attainment in literacy/health & wellbeing
- Closing the attainment gap between the most and least disadvantaged

### HGIOS 4 QIs

- 1.2 Leadership of Learning*
- 2.2 Curriculum*
- 2.3 Learning and Engagement*
- 3.2 Raising Attainment and Achievement*

## Progress and Impact

Primary 1, 2 and 3 staff have attended EDC training, twilight sessions and visited other Play establishments in order to develop their pedagogy. The learning environment has been adapted to suit Play with space within and out with the class being utilised. This has been more challenging in Primary 2 and 3, however staff have developed creative, social and discovery areas within the class which have high quality, engaging activities. These areas are resourced appropriately and change regularly, taking into account the pupils' interest and pupil voice. The outside learning environment has been utilised to develop curricular areas. Teaching staff have included pupil voice in planning for their learning, which is also responsive to the needs of the pupils and BSL has been introduced. Further educational Play materials have been purchased (£1000 PEF) and include KAPLA which is being used widely across the classes. Parental engagement workshops took place in November 2019. These workshops allowed parents to see Play in action, as well as SEAL and Word Aware. Almost all parents felt that these had been beneficial in helping them to understand the curriculum and support their children.

Attainment and progression through core curricular areas has been very good with almost all pupils achieving First Level. SNSA results were also positive with few pupils in the lower 2 bands of Numeracy and Literacy. Pupils with ASN have also been well supported through play and this approach has allowed them to settle well into the routines of school. Pupils with ASN have also made good progress. A progress visit from Kate Spalding highlighted many positive aspects of the progress being made.

## Next Steps

- Play to learn into First level – P2 and P3
- Developing a 'feature books' area within class rooms.



## School Priority 2: Skills development through STEM

### NIF Priority

- Teacher Professionalism
- School Leadership
- Improvement in attainment Improvement in employability skills and sustained, positive school leaver destinations for all young people

### NIF Driver

- Closing the attainment gap between the most and least disadvantaged

### HGIOS 4 QIs

- 1.2 Leadership of Learning
- 2.2 Curriculum
- 2.3 Learning and Engagement
- 3.2 Raising Attainment and Achievement

## Progress and Impact

Teaching staff attended 2 twilight SSERC courses in Term 1 focussing on Carbon Dioxide Chemistry and Vibrations. These were for first and second level. In appropriate classes teachers used the knowledge and relevant resources to plan and deliver SSERC science lessons. Pupils were engaged in these lessons and developed enquiry and 'good practice' skills.

Throughout the year there has been developing engagement with STEM ambassadors, with one delivering lessons and talks on Strawberry DNA. Every class participated in workshops with Glasgow Science Centre in May which were all related to STEM. These were high quality learning experiences with high pupil involvement. P7 also undertook a series of practical lesson on Lego WeDo, programmable robots. 20? 25? I-Pads were purchased via the PTA funds to support the increased use of technology across the school. These were deployed on each level of the school and an additional storage cabinet was also purchased. These have supplemented the technology already available within the school. Apps have been downloaded and these have also been used in outdoor learning to record activities.

The maths champion, along with key staff, continued to develop SEAL planning formats and has completed up to Primary 3. This will continue next session where P4 planners will reflect the introduction of other school resources to complement SEAL. The impact has been coherent progressive planners which support quality Learning and Teaching.

STEM professions were also represented at the P7 'World of Work' Speed networking event in May. STEM Self-Evaluation and the development/updating of programmes was not accomplished and will carry on to 2019/20.

## Next Steps

- Develop further partnership working – STEM and West Partnership (Collaborative Learning Network)
- STEM week with events, trips and visits from Ambassadors
- Revisit science/technology programmes of study

## School priority 4: Raise attainment in RERC – Developing as a community of Faith and Learning

### NIF Priority

- Teacher Professionalism
- School Leadership
- Assessment of Children's Progress

### NIF Driver

- Closing the attainment gap between the most and least disadvantaged

### HGIOS 4 QIs

- 1.2 *Leadership of Learning*
- 2.2 *Curriculum*
- 2.3 *Learning and Engagement*
- 3.2 *Raising Attainment and Achievement*

### Progress and Impact

All teaching staff attended a ½ training session led by Barbara Coupar, Director of SCES. The focus was protected characteristics and how EDC Catholic Schools could move forward in developing an Equalities Policy. The afternoon was successful in raising awareness of the issues involved and the need for clear school policy. Cluster working groups met to a) populate the SCES template and b) map progression of resources through the levels and match to current planning. This is a project that was not completed in light of Covid-19.

Covid-19 also allowed the school to form new links with charitable organisations in order to support families from the school community. Spirit Aid and Sky Jacqui Trust helped throughout the pandemic with food hampers and Farmfood vouchers worth £1000. This helped some of the most vulnerable families in the school from March until June 2020

Mini-Vinnies also collected toiletries for the homeless and surpassed the collection from 2018. 150 parcels were given to the Ozanam Centre in Glasgow through the SVDP of St Ninian's Parish.

SCES materials were used throughout the school during Catholic Education Fortnight – Promoting Gospel Values. Pupil work on this theme was displayed in the main reception the school.

The Lenten Alms was unable to take place due to Covid-19 school closure.

### Next Steps

- Equality Training (SCES) - continue
- Identify links between Equalities resources, H&WB and This is our Faith - continue

## **Covid-19 – Supporting Pupils, Families and School Communities**

### **Home Learning**

Planning was in place in the weeks before the school closure in March as follows;

- All P2-7b pupils had Glow access and were taught how to access Teams and Team chat.
- Pupils were taught how to receive/send e-mails
- P1 teachers were given Groupcall access to contact P1 parents
- Staff training on Teams and setting up a class Team took place.
- Staff guidance on Home Learning and daily class contact was discussed and formulated.
- Letters with access instructions and Home Learning guidance were issued to all parents.
- Staff supplied with ICT and home access arranged via EDC

During school closure

- Home Learning started on Wednesday 25<sup>th</sup> March
- Activities posted daily
- Daily 'check in' for each class and time for pupils to 'talk'
- As lockdown extended teachers flagged up pupils not participating or checking in. SMT alerted parents via e-mail, text and phone.
- Staff continued to refine the tasks so that there was a variety of ICT based and paper based activities.
- Pupils with limited access given paper copies. These were delivered by SMT to the homes.
- Pupils with limited access given ICT from EDC in second week of June. These were collected from school.
- Virtual Mass took place twice in May and June hosted by Fr Hannah.
- After staff meeting and consultation pupils were required to submit some home learning via teams for assessment. This was not introduced until May 2020. This was done by sending a picture via e-mail.
- ASN training materials created and shared with staff by ASN coordinator for staff CPD
- Teaching staff and staff at the Hub exceeded expectation during very challenging times.

### **Supporting Pupils ,Families and School Communities**

- Refunds for trips were organised and expedited for those families in need.
- Staff worked throughout the lockdown at the Hub, with some staff working multiple times in the week.
- Staff developed interesting lessons/activities to support pupils in the Hub as the days could be very long and tiring for the pupils. Learning sessions took place so that parents did not need to do this.
- SMT supported Hub management throughout the term, bank holidays and school holidays.
- SMT kept in contact with the most vulnerable families on a weekly basis.
- SMT supported the placement of vulnerable pupils in the Hub

- **SMT worked alongside Spirit Aid and Sky Jacqui Trust to support the most vulnerable families. Food Parcels and £1000 of Farmfood vouchers were distributed until school stopped in June. Farmfood vouchers of £50 were given in June to support families over the summer.**
- **SMT liaised with Key Worker families on a weekly basis with regards to Hub attendance and Hub Applications.**
- **ASN meetings organised within the Hub to supply resources and give advice to parents. Teacher of the Deaf meetings also arranged for pupils/parents within the hub.**
- **Staff liaised with St Ninian's regarding P7 transition and held virtual meetings.**
- **EYC to P1 Transition session took place over 3 mornings in June. Socially distanced visits took place with no more than 4 children and 4 adults.**
- **Transition visits for pupils organised in June for August 11<sup>th</sup> In-service – ASN pupils.**
- **Primary 7 held a virtual end of year assembly with a prepared slide show of their 7 years at school. All of the staff who had worked with P7 also said a farewell message. Pupils were also presented with a memory stick and gifts on the final day. These were delivered by staff. Hoodies were also organised and delivered directly to the pupils.**
- **HT held virtual PC meetings and kept in contact via phone in order to discuss planning and implementation of strategies.**
- **Regular Updates and Information sent via Groupcall, Twitter, Newsletters**
- **Parental feedback on Home Learning and school support was excellent.**

## **Key priorities for improvement planning 2020-21**

1. Health and Wellbeing – COVID recovery
2. Continuing to ensure equity, excellence and educational continuity
3. Transitions
4. Family Engagement

## **What is our capacity for continuous improvement?**

Continuous improvement, success and achievement for all children are central to our planned implementation of strategies for improvement. When events or change challenge us, we respond positively and manage demanding targets effectively. Staff at all levels take responsibility for implementing change and promoting equality and social justice across their work. Regular and rigorous self-evaluation empowers our staff to identify strengths and next steps, as a result

## **NIF Quality Indicators**

<b>Quality indicator</b>	<b>School self-Evaluation</b>	<b>Inspection / Authority evaluation ( <i>If available</i> )</b>
1.3 Leadership of change	5	4
2.3 Learning, teaching and assessment	4	4
3.1 Ensuring wellbeing, equity and inclusion	5	5
3.2 Raising attainment and achievement	4	4