

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 355 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 18.4 includes the head teacher, two depute, one acting principal teacher, twelve full-time teachers, and four job-share teachers. In addition, the school has 1.5 Learning Support Staff. There were also two NQT's. An instrumental tutor for wind instruments visits the school weekly to work with individual children as well as music teacher Mrs Jones. 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 £31720 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 the Recovery 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 the Covid 19 restrictions 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 Covid 19 restrictions PC and PTA meetings were conducted through TEAMS 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. Throughout the school year, including lockdown, the school community met online at First Friday and feast days for virtual mass.

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 11 % (up 3% since last year).

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 2020-21 for Primary 1, 4 and 7. Figures have been established using SNSA (P4 and 7), teacher assessments, standardised assessments and teacher judgement. Discussions took place at class and stage level.

2020-21	Reading	Writing	Listening and Talking	Maths
Early (P1)	89%	89%	93%	87%
First (P4)	84%	79%	89%	87%
Second (P7)	93%	95%	93%	82%

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 2020-2021

All assessments were completed for Primary 4 and 7, unless for ASN reasons.

Primary 1 did not undertake SNSA due to the length of time/social distancing issues needed to fully support pupils.

P4 38 pupils in year (4 did not undertake SNSA)	Band 9+ and 8	Band 7 and 6	Band 5 and 4
P 4 Reading	58% - 20 pupils	33% - 11 pupils	9% - 3 pupils
P 4 Writing	61% - 21 pupils	39% - 13 pupils	
P 4 Numeracy	58% - 20 pupils	41% - 14 pupils	
P7 60 pupils	Band 11+ and 10	Band 9 and 8	Band 7 and 6
P 7 Reading	58% - 35 pupils	40% - 24 pupils	2% - 1 pupil
P 7 Writing	42% - 25 pupils	55% - 33 pupils	3% - 2 pupils
P 7 Numeracy	48% - 29 pupils	45% - 27 pupils	7% - 4 pupils

Assessments completed in May/June 2021

Recovery Priority 1: Health and Wellbeing

Progress and Impact

Outdoor Learning and enquiry through play

Clare Hendry has led Outdoor learning and attended CLPL throughout the session and implemented the following;

- Outdoor learning timetable for bubbles
- CLPL for staff during INSET
- Lesson planning for all stages and establishment of a central online space for resources
- Additional resources identified and purchased for Outdoor learning
- Outdoor learning boxes for staff and pupils to use
- Organisation of Outdoor Learning day in May for all classes.
- Reporting to parents on Outdoor Learning and sharing success.

FLA

FLA has developed further links with parents, albeit remotely. Weekly newsletters during lockdown shared information and ways in which the FLA can support families. Since the return to school FLA has undertaken Hi5 project with Primary 1 pupils and all groups have achieved the goals they set.

FLA has been instrumental in supporting the roll out of ICT from EDC and supporting families in accessing home learning. FLA has also supported Snack and Play provision and helped families to apply for places.

FLA has worked with key children to support their Wellbeing, especially after the return to school in February/March. This has been in class and during breaks.

Spark

Counselling sessions have run throughout the school year, including remote support during lockdown. Pupils were identified for support through discussions with ASN Coordinator, class teachers at Learning and Teaching Meetings, Wellbeing tracking and in consultation with parents and carers.

Pupils from Primary 4 to Primary 6 have benefitted from this support. The Counsellor has been proactive in working alongside school staff in order to support individual pupils.

Wellbeing Tracker

Use of the tracker was delayed as all school pupils had to have their e-mail addresses altered. Once complete the tracker was used after pupils returned to school in February /March.

Primary 4-7 used the tracker Form. Results were then discussed as part of LT+T meetings with staff and pupils where appropriate. Teaching staff had felt that pupils had returned to school in good spirits and that, for the most part, pupils had coped well with Home Learning and lockdown. The results of the survey confirmed this. Staff were able to address any individual needs identified in the survey.

Primary 1-3 undertook a survey at class level and concerns raised by pupils were addressed through support from the DHT.

Staff Wellbeing

Staff have followed all advice and RA guidance throughout.

Staff morale has been very good, however the strain of bubble staffrooms has led to all staff feeling apart throughout the year.

Staff have used Teams for all meetings, and whilst this has worked, have certainly missed being together.

Staff health has been good and absence has been low.

All staff have worked extremely well under difficult circumstances for nearly 15 months. Staff are very tired as there is an underlying mental strain to following all of the guidance and supporting pupils through their school day. Teaching staff, especially during Remote Learning, were working longer hours where all tasks took much more time to prepare and distribute. This time was especially hard as they too were supporting their own families.

Staff Wellbeing will continue to be a priority into next year.

Next Steps

- Nurture Class and Teacher to be established in 2021-22.
- Continue to develop Outdoor Learning
- Online Wellbeing Survey to be implemented termly in 2021/22 with P4-7 and shorter school version in P1-3.
- FLA to develop Parental Programme for support and engagement. This may be out with school building as restrictions ease.
- Continue to monitor staff wellbeing

Recovery Priority 2: Family Engagement

Progress and Impact

FLA

FLA supported pupils and parents as stated above. Due to restrictions there were no physical meetings with parents in school. FLA did establish some online meetings for new P1 parents with a virtual coffee morning, but this was poorly attended.

Parental Communication

One interim and one Final report issued to all pupils.

Primary 7 parents also had a telephone conference call in Final term to discuss Transition.

Weekly Assembly during school closure for all pupils/parents.

Use of Twitter/Sway/Groupcall to keep parents and pupils informed of school developments.

Parent Council meetings ran to normal schedule via Teams.

PTA meetings via Teams.

Curricular Support distributed via PowerPoint with voiced over instructions – all stages.

Learning Packs (general and specific) distributed to all pupils.

Transition for P1 – Class Visit, Parental Talk outdoors, Orientation booklet and videos accessed via QR codes.

TAC and pupil support meetings have taken place via Team app. This has also been used to allow outside agencies (SALT) complete assessments of pupils that could not be completed at home. This has proven to be successful, however not all parents are able to access the Team app. These parents have completed meetings via conference calls.

SMT and Teacher contact was also maintained throughout lockdown with vulnerable families and with pupils who needed more support or who were not engaging.

Hub Provision

Teaching and non-teaching staff worked throughout the lockdown at the Hub

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 priority so that parents did not need to do this.

SMT supported Hub management throughout.

SMT kept in contact with the most vulnerable families on a weekly basis.

SMT supported the placement of vulnerable pupils in the Hub

SMT liaised with Key Worker families on a weekly basis with regards to Hub attendance and Hub Applications.

Next Steps

- SeeSaw support videos by SLA for new sessions
- Reporting as appropriate with EDC guidance
- Develop FLA programme for New Parents of P1 and P2.

Recovery Priority 3: Transition Planning

Progress and Impact

June 2020

Transition of information between EYC's and school took longer than normal due to lockdown. Once completed additional meetings were organised for specific children in order to support their transition.

All P1 pupils successfully attended sessions over 2 days in June. Groups of 4 pupils and 4 parents were accommodated in the class. They met the SMT and class teacher. Parents were given a brief overview of the curriculum and return to school. Pupils engaged in a literacy task and art follow up. Whilst this happened during Covid restrictions the parents felt it was a good experience for their child and one that would settle them for August.

P7 transition of information occurred as normal as paperwork was as usual. Enhanced transition visits had already taken place in February for specific pupils. In conjunction with St Ninian's pupils carried out a number of activities for transition through the Teams which the classes had established. This worked well. SMT and St Ninian's staff worked closely when classes were being organised and liaised with parents for specific pupils.

Where possible, P1-7 classes retained their teacher from 2019, especially in the infant dept. This has proved successful as pupils were settled when returning and teachers knew the children, their needs and their progress

from the previous year. In the upper school ASN needs of pupils played a part and one class retained the same teacher.

June 2021

Primary 1 Transition took place over 10 sessions, 5 pupils attending per session. Parents sat in the yard and were given information from HT and DHT.

All pupils received a Coming to School booklet to learn about the school and a letter room their Buddy. Pupils can also access short videos via a private YouTube channel to meet some of the staff and see the school.

Pupils can also access these videos via QR codes around the school over the summer.

Parental feedback was excellent and focussed on the calm, sensitive nature of the visits.

Teachers also felt that the small groups were beneficial as they spent more quality time and got to know the children better.

Primary 7 Transition was a mix of virtual lessons and a half day orientation visit to St Ninian's.

Due to restrictions and time scales there was no transition events for P6.

Class Transition

All pupils who need an internal enhanced transition will meet their new teacher on W/B 21/6/21.

Staff will all complete Transition Folder for class and specific pupils.

Staff will also meet to complete yearly handover of information.

Next Steps

- Primary 1 Transition – evaluate current process and adapt for June 2022 with the possibility of continuing small groups.
- Cluster approach to P7-S1 Transition reinstated in 2022
- Enhanced Transition for pupils with new teachers in 2021-2022
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Recovery Priority 4: Learning Loss, Blended/Digital Learning, Attainment & Achievement

Progress and Impact

Learning

All staff undertook assessments with classes, especially in Term 1 and after lockdown. Phased assessments, reading assessments, and writing and phonic assessments were used across the school. Through LT+T meetings staff planned support and intervention where necessary, especially in Term 1. This was useful in assessing pupil engagement in Lockdown 2019 and informed planning.

After a second lockdown PUMA and PIRA standardised assessments were used and again in June 2021 to monitor progress across P3 to 6. (Primary 7 did the Spring paper but not the summer paper). The information gathered was used along with class assessments, SNSA and teacher judgement to discuss attainment and progress. PIRA is closely aligned to CfE and has proven to be beneficial as another form of assessment. PUMA is not so well aligned to CfE and careful consideration will be given to its use in the next term.

Pupils who had engaged well with Home Learning in Lockdown 2 have maintained their progress in learning and settled back into class routines well. Pupils who had variable engagement found this more challenging, especially if it was a piece of classwork that was continuing – such as a novel read over lockdown. Teaching staff worked with individuals to support learning and interventions such as Rainbow Readers were introduced. Overall attainment at P1, 4 and 7 was in line with 2019 and a positive reflection of pupil progress, considering 2 periods of school closure.

CLPL

Staff CLPL was continuous throughout the year. The school chose use of 'Teams' . This was used throughout lockdown 1 with good success. Pupils are aware of how to access this via Glow and it has already been established for 2020. Staff have engaged with CLPL on assignments and assessment. Staff supported each other with internal CLPL and sharing of good practise/resources, especially during lockdown 2. Staff skills and knowledge developed quickly and a range of learning and assessment methods were utilised.

The digital leader introduced SeeSaw through CLPL and supported staff as classes adopted this. Teams was still the main platform, but SeeSaw was introduced slowly.

PEF Supported Sumdog and BugClub. Sumdog was a valuable resource and used widely. BugClub only became available later and parents were feeling overwhelmed at this point. Bug Club will be introduced in August 2021.

Digital leader has supported the use of ICT across the school and ensured that all pupils have access to ICT to promote learning and teaching- additional laptops purchased through PEF are in operation across the school.

FLA supported the roll out of ICT from EDC and supported parents with troubleshooting.

Leckie and Leckie Numeracy was introduced across 2nd Level, and for some at 1st Level. Staff have worked collegiately to align planning and match to CfE and benchmarks. Assessment materials will also be realigned in 2021-22.

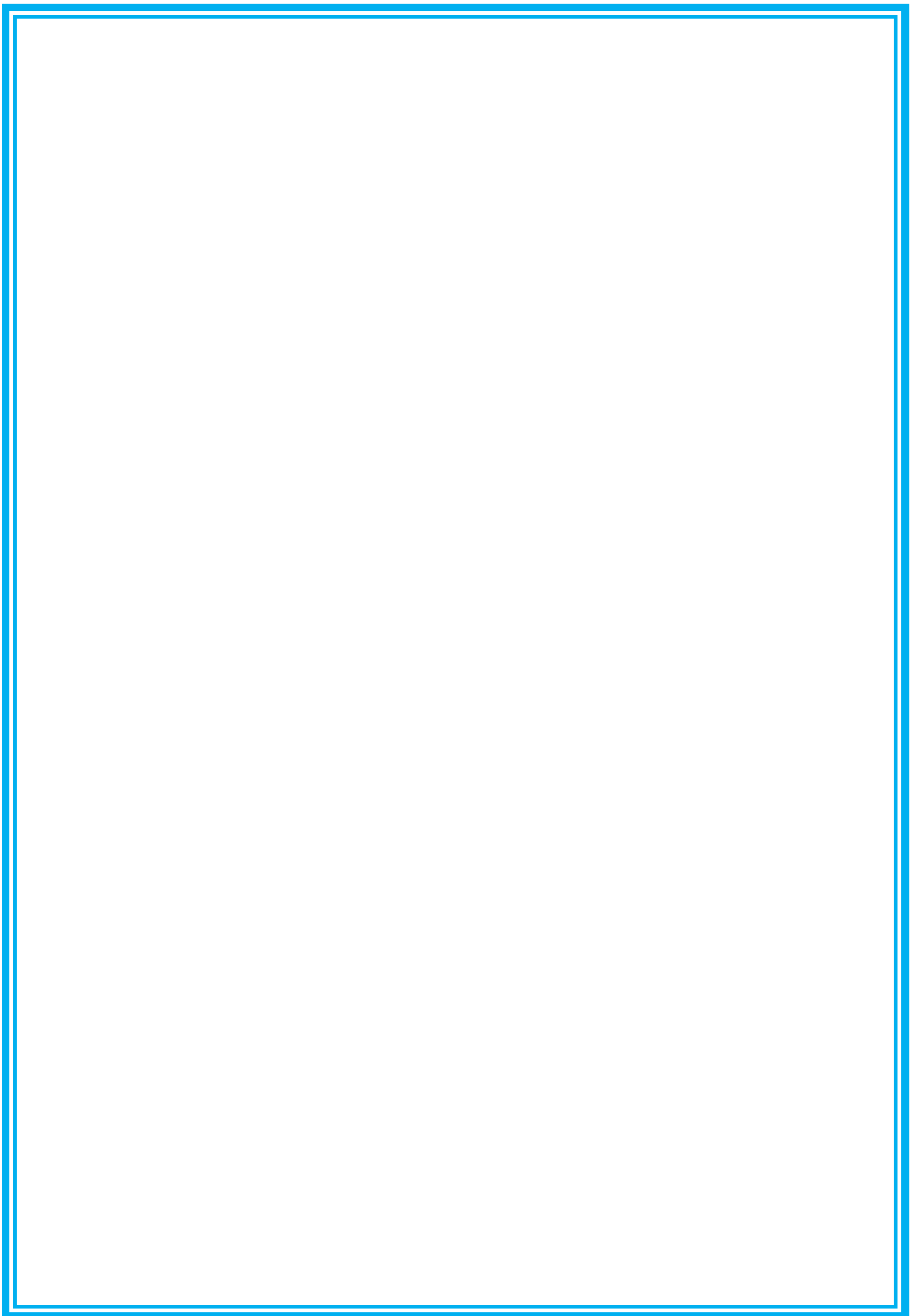
Rainbow Readers – additional resources were purchased to allow pupils to use the materials without sharing. CLPL was run by Mrs Hendry for all staff and pupils have undertaken the sessions in class within their bubble.

Pre and post assessments will take place to measure impact.

Weekly assemblies have taken place throughout the year celebrating achievements, success, HT awards, special days in the year and to promote Faith and worship. First Friday Mass also celebrated. School participation in events such as the NASA Live Link to the ISS were also featured at assembly (One of our pupils has their question answered live from the Space Station).

Next Steps

- SeeSaw – continued use in next session. Development of support materials for parents/workshops.
- Maintain use of TEAMS, especially for older classes.
- Numeracy Assessment - Working Party



Key priorities for improvement planning 2021-22

1. Health and Wellbeing – COVID recovery
2. Continuing to ensure equity, excellence and educational continuity
3. Nurture
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

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