

Holy Family Primary School



Standards and Quality Report
2021/22

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 346 children on the school roll making fourteen classes; we also have an extended day/year Early Years Centre. 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 comprehensive 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 includes the head teacher, two depute, one principal teacher, twelve full-time teachers, as well as job-share teachers, part time staff and a 1.5 Educational Support Allocation. Two NQT's were also additional to the staff this year. An instrumental tutor for wind instruments visits the school weekly to work with individual children as well as music teacher Mrs Jones (0.20 FTE). We have 98.7 hrs allocated to SLA support and 100hrs allocated to Classroom Assistants, however this will be reduced by 50hrs in 2022/23. There are two full-time clerical assistants and a vacancy for one part-time clerical assistant (6 hrs)

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 £38042 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 and learning loss through Covid. 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.

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. As restrictions have eased the school has welcomed back parents and partners alike. 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 the school community has met online for mass, made visits to the local Parish to engage in worship and celebrated the Sacraments with Primary 4 and 7 and their families.

Progress in School Improvement Plan (SIP) priorities

School priority 1: Nurture Base and school community Health & Wellbeing	
<p>NIF Priority •Improvement in children and young people’s health and wellbeing Choose an item.</p> <p>NIF Driver school leadership teacher professionalism</p>	<p>HGIOS?4 QIs QI 3.1 Wellbeing, equality & inclusion QI 2.5 Family Learning</p>
<p>Progress and Impact: The school has made very good progress with this improvement priority and is well placed to continue the develop of Nurture next year. This was year one of a three year plan to develop Nurture and Health and wellbeing in the wider school context.</p> <p>Nurture Staff Mrs Crossan - Nurture Teacher, Mrs Cross – FLA Staff attended EDC training in June and August to develop their knowledge and skills of Nurture, assessment of Nurture pupils and develop a Nurturing school. Initial stages focussed on developing a suitable space, resource planning and defining an observation schedule alongside class teachers and SLT. Training on Boxall assessment and pupil observation took place and this allowed staff to work collaboratively in identifying suitable candidates for Nurture. The initial group of 3 pupils in October has grown to 7 from P1 to P7. Almost all pupils have made positive progress and this is reflected in the ongoing assessments and through feedback from parents and class teachers. Pupils have also maintained very strong classroom links as Nurture is in the afternoon, allowing pupils to continue core learning. The Nurture staff have engaged in CLPL throughout the school year, attended EDC Nurture groups meetings, Nurture PLC’s with other schools and participated in courses such as Season’s for Growth. Staff recognise that their skills, confidence and knowledge of Nurture has improved over the year and is being utilised on a daily basis. EDC visits from the Educational Psychologists and QIO ‘s allowed the Nurture team to gauge their progress and discuss challenges next steps. These were very helpful and also gave the school team the confidence that they were making very good progress. Nurture has also permeated the whole school through staff training in October 2021 that all staff attended (teaching, non-teaching and facilities). Nurture has also supported pupils across the school with emotional regulation, behaviour management, wellbeing check-ins and by providing a safe space to discuss ongoing issues. This has been individually and in small groups with some pupils being identified through the EDC Wellbeing Tracker which is used form P4-7. Nurture staff have also supported pupils to access some aspects of the curriculum and at breaks. Staff have observed that pupils supported through Nurture and more settled in class and ready to learn. Pupil views on Nurture include “I feel happy here. I am proud of our Nurture Nest and I like that we come here together” and “I feel safe in the Nurture Nest, I have friends here”. Two comments show the impact on the pupils; “When I first came in (to Nurture) I didn’t know many people, Now I do. I feel so much better knowing more people in the school” and “The Nurture Nest has helped us to learn to keep safe and a lot of new things about ourselves and how we act.” Parental liaison has been excellent with clear lines of communication established and regular contact maintained. This has included in-person visits where allowed, however some aspects of this improvement priority were not possible due to the operational challenges of the pandemic. Parent comments include “I am exceptionally proud that my child attends HFPS - the school is incredibly nurturing, inclusive and encouraging utilising a wide range of methodologies to deliver the curriculum. As a parent, I feel secure that my child is cared for and well educated”. Parents are now looking forward to more ‘in school’ events and this will be addressed in 2022/3.</p> <p><u>The Spark/Lifelink</u> The school has excellent relationships with both counselling services. A number of pupils were supported throughout the year and very good relationships were developed between the counsellors and pupils. Lifelink counselling was only online and pupils did not feel that this was beneficial. This should change in 2022/23. Lifelink facilitated a 4 week P7/S1 Transition programme in May 2022 for 6 P7 pupils. Pupil feedback was excellent and they have recommended that the school do this for pupils in 2023. The Lifelink counsellor reported that pupil engagement and participation was excellent.</p>	

Wellbeing of staff and pupils has been paramount throughout the year. The school met all mitigations through excellent liaison with staff, parents and Union representatives the school. Staff showed excellent flexibility during high incidences of Covid related staff absence in order to keep the school operational and minimise disruption for pupils.

Next Steps:

- Nurture Room completion with installation of Kitchen
- Transition of some Nurture pupils back into class fulltime and identification of new Nurture pupils
- Development of EYC to P1 Nurture Transition Programme
- Seasons for Growth group (Mrs Cross still to attend training)
- Lifelink Counsellor to visit the school and make themselves known to classes and the wider school community.
- Lifelink Transition Group for P7 in May 2023.

School priority 2: Family Engagement

NIF Priority •Improvement in children and young people's health and wellbeing
Choose an item.
NIF Driver parental engagement school improvement

HGIOS?4 QIs

QI 2.7 Partnerships

QI 2.5 Family Learning

Progress and Impact:

The school has made very good progress with this improvement priority and is well placed to further develop this next year. This aspect of the improvement policy was highly modified due to the ongoing challenges and mitigations created by the pandemic.

Mrs Cross, the Family Learning Assistant, has made very good progress in developing her role and supporting families and pupils throughout the year. She is part of the core Nurture Team, but has developed the following areas;

- Support for parents in accessing/completing grant applications (FME, Clothing etc.)
- Coordinating 'Snack and Play' information for parents and calling to ensure registration takes place
- Regular pastoral phone calls to identified families
- Support for Primary 1 pupils and parents – meet and greet at 8.45am
- Establishment of a parent/pupil walking group on Friday afternoons
- Introduction of Hi5 programme for Primary 1
- Gardening club to support pupils and their Wellbeing
- Cooking class for Young Carers
- Curricular support for pupils link to Nurture attendance

This has led to increased family participation and fostered stronger links with parents and carers. One parent who participated in the walking group went on to support class trips and curricular walks. This has also had a positive impact as her children have improved their attendance this year.

The school has made very good progress in reporting and communicating to parents throughout the year. Staff have used Teams, phone calls, video Parents' Night, and where applicable, face to face meetings. SeeSaw has been used to share learning, distribute homework and gather completed tasks from pupils. Almost all pupils utilise this programme and complete given tasks on a weekly basis. Parental consultation led the school to streamline the online platforms that were used and decrease the number due the different logins/passwords required. The continued use of SeeSaw will be reviewed with the parent body at the time of renewal.

Twitter has been widely utilised to share learning and events throughout the year as has YouTube. These are excellent methods of communication and feedback from parents and the Parent Council has been very positive. Twitter is used at a classroom level and also for whole school events such Outdoor Classroom day and Autism Awareness/Acceptance Week. Pupils like sharing their learning as "the whole family get to see what is going on in school, especially those who would not be able to visit in person." Parent Council and PTA meetings have continued through online meetings with many parents finding this method of communication a better use of time.

The ASN programme of TAC meetings has been maintained through a combination of online and face to meetings. This has included outside agencies and specialist support services. Targeted family support has been ongoing, such as BSL support for the family of a deaf child. Transition programmes for EYC to P1, P7 to S1 and class have been very good, with extended visits to the high school when mitigations ceased.

Next Steps:

- Programme of school visits for parents who joined during Pandemic
- Face to face Parents' Night to re-establish relationships
- Expanded programme of after school activities, included in staff WTA.
- Hybrid model of PTA/Parent Council meetings online and in person
- FLA role developed further – developing links with new parents
- FLA to support after school clubs for targeted families
- Continued use of Social Media platforms to share learning
- Expansion/reinstatement of full high school transition programme.

School priority 3: Continuing to ensure equity and excellence including educational continuity:

- Curricular learning loss recovery support;
- Continued digital literacy for staff and pupils
- Continuing to raise attainment and achievement;
- STEAM Cluster initiative with SSERC

NIF Priority •Closing the attainment gap
• Improvement in attainment, particularly in literacy and numeracy
NIF Driver school leadership
assessment of children's progress

HGIOS?4 QIs
QI 2.3 Learning, Teaching & Assessment
QI 3.2 Raising attainment and achievement

Progress and Impact:

As a school, we have made very good progress in raising attainment in literacy across the curriculum. We have consistently maintained high standards of attainment for our learners.

Tracking procedures include dialogue with teachers during Learning and Teaching meetings and a digital tracking process. These contribute to the overall picture and informs us that the overall quality of attainment in literacy is very good with most children making very good progress from prior levels of attainment. Data from Standardised Assessments (PUMA/PIRA P3-7)), ongoing class assessment, teacher observation and school moderation indicates that most children had made very good progress in reading and numeracy. ACEL data reflected improvements in many areas across P1, 4 and 7.

Teaching staff maintain open lines of communication with the Senior Leadership Team through 'Action for Specific Children' records where the need arises. This highlights the children who require support or further challenge along with the teacher's action points for the week ahead.

Covid restrictions remained in place at the start of the 20-21 school year, resulting in stage and school meetings being held via TEAMS. However, all staff undertook a range of professional learning. Teachers met with their line managers regularly and stage partners met weekly throughout the year to plan rich learning tasks.

Covid Impact Support – Curricular and Wellbeing

This is a PEF funded teacher post to support the needs of specific pupils. Pupils were identified through class monitoring and tracking system, and included those identified through SIMD, PEF, teacher judgement and attainment records. Pupils include those in need of support, as well as those requiring additional challenge. A range of pre assessment data was collected. This was specific to the curricular area of need, and used to identify learning needs and plan for learning tasks. The impact of this has been very positive. Some pupils who were not on track to achieve a CfE level did so. Class teachers reported marked improvements in all pupils who were supported when back in class. Mr Swadel assessed the pupils at the end of the school year to measure their progress against the initial assessments. (Information was still being collated at time of writing). In addition to curricular support, some pupils were identified as requiring Wellbeing intervention to support learning and were timetabled accordingly. This was facilitated by the Nurture Teacher, EST and SLT. Additionally, a small number of pupils were supported by the school counselling services.

All staff continued CLPL on the effective use of online platforms to support learning and the sharing of learning. This included Microsoft Teams and SeeSaw. Following consultation with parents, it was agreed that SeeSaw would be the main platform for sharing work and homework. Most pupils have enjoyed sharing their work digitally. Comments include "all work is handed in easily on SeeSaw" and "it is more fun than just handing in paper tasks – videos or pictures can be used." The subscription will continue until June 2023, after which a review will be held with parents to determine if this should be continued. Staff have also used other platforms to share learning throughout the year. Parental feedback has been very positive, especially the sharing of celebration days or events such as Outdoor Classroom day. The Maths Working Party developed and updated planning from P3-7 to encompass all available resources,

assessment materials/activities and online resources. The. was delivered to staff at collegiate time and will be trilled and refined in 2022/3

There has been continued support for teaching staff and new NQT'S to support the on-going development of Talk for Writing. This approach to developing all genres of writing is now embedded throughout the school. A poetry block was introduced at the start of the year to teach a variety of techniques including personification, imagery, metaphors, repetition, rhyme and similes. These skills were used in subsequent units to support innovation of model texts. Mrs Campbell and Mrs McGuire shared effective strategies to support staff at in service. New staff worked closely with their stage partners and literacy co-ordinator.

Raise attainment in Reading

This year we began the process of gaining the Bronze Award through the Scottish Book Trust's Reading Schools programme where we are committed to building a culture of reading for all pupils. A reading leadership team was formed, after which pupils and staff have taken part in a number of initiatives to promote reading for pleasure. These include, developing pupil and staff role models across stages, creating appealing and relaxing areas to read in class, in collaboration with pupils, providing access to and recommending high quality books, rewarding progress and recognising personal achievements. The whole school community has supported this and the events such as a Readathon and Summer Book Swap. Through tracking and monitoring, we have seen a rise in attainment of reading across stages by most pupils. This was also noted on comparable ACEL data streams. A staff and pupil attitude survey about Reading was carried out at the onset of the programme and a comparison survey is now being undertaken. Pupil comments have included "it is very interesting finding out about new books – I read a book I wouldn't have read before!", "new events 'changed it up' and made reading interesting" and "the Read-a-thon encouraged pupils to read who didn't before, and to finish a book." A telling comment from a P7 boy was "I am not a reader, but it has encouraged me to read." Parental feedback is ongoing with one parent noting that "My child now enjoys reading on her own so doesn't want me to read to her. We often read together however."

All teaching staff have undertaken CLPL through SSERC workshops throughout the year. The school has also participated in the SSERC Primary Cluster Programme with Mrs Smith taking the lead role. Pre and post surveys show that this has led to increased confidence in delivering the science curriculum. The progress of the cluster was showcased at SSERC headquarters in June with activities from across all stages being displayed. Collegiate working time was used to ensure the appropriate resourcing of science lessons in line with the school planners.

All staff received in service training on the history and significance of the United Nations Climate Change Conferences and the link between the United Nations Convention on the Rights of the Child (UNCRC) and climate change. A series of lessons were delivered to pupils on the UN Sustainability Goals which directly support Children's Rights and addressed the Climate Emergency. Pupils have also undertaken WOSDEC training in preparation for leading developments in 2022/23. This will include the beginning of accreditation for Rights Respecting Schools.

Next Steps:

Talk for Reading – Staff awareness raising and training

Reading Schools Silver Award

Rights Respecting Schools Bronze and UNROC Development

Numeracy Planners – introduction of draft planning format

STEM and STEM Ambassador project with St Ninian's

Progress in National Improvement Framework (NIF) priorities

Insert a brief description of progress and achievements in the following national priorities:

- **Improvement in attainment, particularly in literacy and numeracy;**

Holy Family has actively engaged in the pursuit to improve the attainment in both literacy and numeracy throughout this year. The priorities in the improvement plan focussed appropriately on continuing to work towards reducing the attainment gap between the most and least disadvantaged, putting in place effective recovery support in order to raise attainment in literacy and numeracy across all stages.

Following whole staff self-evaluation, it was agreed that a more rigorous approach to tracking and monitoring was required in order to effectively track pupil's progress, pace of progress, past and current supports in order to inform next steps. A tracking system has been introduced and is undergoing further development following line leader and staff feedback. As a result, staff are increasingly able to make accurate judgements about the standards of children's learning and about the overall quality of provision and outcomes for learners.

The introduction of seasonal summative assessments in both reading (PIRA) and numeracy (PUMA). This contributes to on-going assessments, assisting staff in measuring and evaluating impact including teacher's professional judgment, to effectively track progress and identify gaps in knowledge, understanding or skills. Any barriers to learning are therefore quickly identified and acted upon. Analysis of this data suggests that, overall, the school is making good progress in closing the gap in attainment between different groups of children.

A numeracy working party revisited the first and second level planners. Ensuring the benchmarks are covered in the correct order and the appropriate age and stage. Further development will take place on assessment strategies as part of the SIP 3-year plan.

Assessment figures indicate improvements throughout the course of the year in both literacy and numeracy.

Pupil feedback on literacy and numeracy has been positive. Pupils liked the promotion of events such as the Maths Challenge as it promoted problem solving skills and set them achievable challenges. One pupil noted that the increased focus on reading has helped him to improve in other areas of literacy, especially spelling. Pupil noticed that, within their classes, there is a positive learning atmosphere with pupils who can stay focussed on their tasks. They also like cross curricular learning as they feel it introduces new aspects of learning.

- **Closing the attainment gap between the most and least disadvantaged children and young people;**

SIMD and local knowledge forms part of every Learning Teaching and Tracking meeting so that class teachers have a clear understanding of the needs within their class. Staff know all children and families very well. They are vigilant in identifying any children who may be affected by disadvantage and who are not yet achieving their full potential. We have an open and honest ethos. Barriers to learning are identified quickly and addressed in consultation with the parents/carers. The cost of the school day is taken into consideration when organising educational trips or events in the school. Through the PTA and school supporters a number of children have been supported to attend trips and events.

The Family Learning Assistant meets regularly with the SLT and shares support being offered/sought by families. She has also signposted parents, both generally and personally, to support services that are available. Specific requests are followed up in timely fashion and support is offered to complete any relevant forms. The FLA has developed excellent, close and supportive relationships with families and knows their needs well. This has been further supported through Nurture.

Mr Swadel joined the staff four days a week funded by PEF. This has allowed identified pupils (SIMD, PEF, attainment) to receive additional support in the areas of literacy and numeracy. The result of this has been very positive. Pre and post assessments that most pupils improved their attainment and class teachers reported a marked improvement in both progress, ability and confidence.

- **Improvement in children and young people's health and wellbeing**

Comprehensive class transition and handover process ensured that the needs of all pupils were discussed before the start of the new term. Whole school 'enhanced transition' allows all teachers to meet specific pupils in their new class before school stops in June and have a visit to their new class. Transition booklets are also used, and are being rolled out for **all** pupils in June 2022 so that pupils can introduce themselves to their new teacher.

The school have continued to use the EDC Wellbeing Tracker for P4-7 pupils and a class based approach for P1-3. Teacher/pupil conferences to discuss the outcomes of the survey continue and allow all pupils an opportunity to discuss their Wellbeing with their teacher.

'The Zones of Regulation' had been recommended by our link Educational Psychologist as beneficial strategy to use for several children within the school who had been brought to PSG, primarily regarding their regulation of emotions. Through research the DHT (ASN Coord) discovered that many schools introduce this at class level and use it throughout the school with great success. The Zones teach children self-awareness in terms of their ability to recognise when they are moving toward a less regulated state. It increases their awareness of external factors—situational triggers and internal factors—physiological states, levels of arousal, and emotions. It helps them understand how their behaviours influence outcomes, including the perceptions of others. A whole school CLPL session took place and materials were developed for staff and pupils to introduce the concepts in September 2021. All classes and Nurture have adopted this and pupils are now able to describe their emotional state in terms of a 'Zone' and allows them to focus on how they can change this. Pupil feedback from a P7 buddy noted that "it can help some people to regulate their emotions, especially infants who find it hard to express themselves."

The Nurture Nest and school wide Nurture Support has been invaluable in the last year for pupils across the school. Support for pupils out with the Nurture class included 'soft starts', check-ins, one to one time to discuss worries, group work and emergency support. Very good family liaison and communication ensured school and home support. Teaching staff, support staff and FM staff participated in Nurture training and awareness raising in October 2022.

Outdoor Learning and the Outdoor Classroom have been promoted all year and supported by Mrs Hendry. Staff have continued to develop resources and attend CLPL. Events such as the Outdoor Classroom day in May showcased the variety of experiences across all of the stages. This was shared with parents through Sway and Twitter. Pupil feedback included "taking the class outside made us learn in a different way, it was more interactive and hand on."

The school 'Snack Station' has been very popular since it was introduced in March. Water and fruit is available for pupils to take. This is for all, not just those who may have forgotten a snack.

Enhanced Transition took place for EYC to P1 and P7 to S1. Specialist support was provided by Lifelink and 6 P7 pupils participated in a 4 week transition programme. This was very successful and one of the group commented "It was very fun and exciting in a little group and I feel a lot better about going to Secondary."

The school has participated in Bikeability, SFA football, local sports events and had athletics coaching for Primary 5 and 6 in the final term of school. The school also held a Jubilee sports day for all pupils and parents/carers were able to attend.

Attainment and Achievement Data

Curriculum for Excellent Levels at the end of June 2022				
	Reading	Writing	Talking & Listening	Numeracy & Mathematics
Early level by end of P1	almost all	almost all	most	almost all
First level by end of P4	most	most	most	most
Second level by end of P7	almost all	most	almost all	most

Impact of Interventions for Equity and Pupil Equity Funding (PEF)

Funding was used to resource the Nurture Room and transform the space. Through PLC and EDC training, staff identified resources essential for the principles of Nurture to be developed. Soft furnishings, furniture, wall coverings, floor coverings and storage were purchased to transform the space. Pupils now have a welcoming space that is well resourced and meets their needs on a daily basis. Pupil comments have included "I love going to the Nurture Nest as it is so welcoming" and "I feel calm in the Nurture Nest as it is so comfy and peaceful".

PEF Classroom Assistant supported pupils throughout the school. Support included Wellbeing support, curricular support to raise attainment and behaviour management of identified pupils. Supervision of key groups during the pandemic, especially Primary 1 pupils, enabled a positive transition for all pupils.

PEF Teacher – Pupils Support and Recovery

Mr Swadel joined the school at the end of January 2022 and was funded 0.7 by PEF. His remit was pupil support and Covid recovery support. The pupils requiring support were identified through LT&T meetings (SIMD, class tracking, Covid impact) review of ASN needs across the school and Wellbeing.

Mr Swadel worked closely with the Educational Support Teacher and DHT (ASN) to administer and assess baselines for all pupils. Programmes of study were developed in partnership with class teachers based on assessment results and a timetable of support was implemented. Almost all of his time was dedicated to this, unless staff absence dictated otherwise.

The impact of this has been very positive. Some pupils who were not on track to achieve a CfE level did so. Class teachers reported marked improvements in all pupils who were supported when back in class. Mr Swadel assessed the pupils at the end of the school year to measure their progress against the initial assessments. (Information was still being collated at time of writing)

Pupil feedback has been very good. P5 pupils commented "I feel more confident in Maths", "I can now do calculations I found really hard before" and "My reading has improved because of Rainbow Readers". Primary 7 pupils noted that "it is easier working within a small group as Mr Swadel was able to give help and explain things straight away" and "I am more confident with maths. The smaller group works best for me."

The positive impact of a dedicated teacher for EST support has led the school to review how it will spend PEF in the future and move away from a PEF Classroom Assistant.

Self-evaluations of How Good Is Our School? (4th edition)

Quality indicator	School self-evaluation	Inspection/ Authority evaluation
1.3 Leadership of change	Very good	Very good
2.3 Learning, teaching and assessment	Very good	Very good
3.1 Ensuring wellbeing, equity and inclusion	Very good	Excellent
3.2 Raising attainment and achievement	Very good	Very good

Summary of School Improvement priorities for Session 2022/23

1. Nurture/Health and Wellbeing/RRS Bronze
2. Curriculum – Reading (Reading Schools Silver/Talk for Reading)
3. STEM/STEM Ambassadors

*Family Engagement and Parental Involvement will permeate all priorities as the school returns to pre-Covid practices.

What is our capacity for continuous improvement?

The Holy Family school community is highly committed to working together and using the six drivers of improvement from the national Improvement Framework to help us strive for excellence and equity.

Standards and Quality report should be emailed to the link Quality Improvement Officer by Friday 10 June 2022.