

Holy Family Primary School



Standards and Quality Report

2023/24

#### 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 336 children on the school roll comprising of fourteen classes; we also have an extended day/year Early Years Centre. Many 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 6 and 7 children moving on to secondary school.

The staffing complement of 19.7 Full Time Equivalent, includes a management structure of the head teacher, two deputes and a two staff who share the principal teacher role. Two probationer teachers 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 a music teacher for one day per week. The school is well supported by administrative staff, classroom assistants and support for learning assistants.

**Our Shared Vision, Values and Aims**



Average attendance across all stages is 95.57%.

Our Scottish Index of Multiple Deprivation (SIMD) profile shows our school population includes families from a variety of socio-economic backgrounds. We have an SIMD of 24% in Quintile 1 and 2, with the majority (53%) of pupils living in Quintile 5. 6% of our pupils receive free school meals.

Through School Improvement Planning 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 teaching staff 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. This includes an active role in school self–evaluation through questionnaires, Parent Council meetings and pupil and parent focus groups. We value and work together with our Parent Teacher Association (PTA) and Parent Council, understanding the important role they play in our school community. 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 through the whole life of the school. Throughout the school year the school community gathers for mass, visits to the local Parish to engage in worship and celebration of the Sacraments with Primary 4 and 7 pupils and their families.

Pupils, parents and school staff participated in self-evaluation giving feedback to support the creation of this report. The school also has also undertaken an action plan in relation to an HMIe Inspection on October 2022. Relationships across the school community are positive, respectful and reflect the school’s Catholic ethos. Children are polite and respectful to each other, adults and visitors to the school. In almost all classes, children interact positively with staff and their peers.

**Progress in School Improvement Plan (SIP) priorities**

|  |  |
| --- | --- |
|  | |
| Learning, Teaching and Assessment | |
| NIF Priority   * Improvement in attainment, particularly in literacy and numeracy. * Closing the attainment gap between the most and least disadvantaged children   NIF Driver   * curriculum and assessment * school leadership * teacher professionalism | HGIOS?4 QIs  QI 2.3 Learning, Teaching & Assessment  QI 3.2 Raising attainment and achievement |
| Progress and Impact:  The school has made good progress with this improvement priority and is well placed to continue the progress that has been made.  A robust tracking mechanism has been developed and introduced across the whole school. Key information is included such as; attendance, SIMD, English as an Additional Language, Support for Learning, Wellbeing and outside agencies. Academic progress is tracked across the year and includes information from national assessments, standardised assessments and class assessments. This is further supported by termly tracking meetings and target setting with staff.  All staff have a very good knowledge of their pupils and their profile through the filters contained within the tracker. This allows for easy comparison within SIMD groups across the school. This is then reflected in tracking planning documents and through planning within the class. Standardised Assessment data was also used to look for trends and areas for development within reading and numeracy. Staff are now much more data literate which has led to the identification of any trends/gaps and subsequent planning to address these.  Through collegiate working, all staff have undertaken training in Moderation from the West Partnership. All staff then completed a moderation activity based on ‘Problem Solving’, an area of development identified by staff. Colleagues visited other classes to observe learning, identifying areas of good practise and using this to reflect on and develop their own pedagogy. Moderation in writing was undertaken by Primary 4 and 7 teachers in partnership with local schools. Feedback gathered on completion of these activities has shown that almost all teachers found discussion with other school staff to be, highly beneficial leading to an increased confidence in identifying the achievement of a level.  All teaching staff worked collegiately to develop a shared understanding of attainment to ensure that there is consistency across the school when looking at pupil progress. The school calendar was updated to highlight when key assessments should take place and with which year groups. This supported teacher judgement and informed the reporting on attainment levels. This has now been in place for 2023/34 and staff feedback has indicated that this has been beneficial. Staff confidence in their own judgement is strong, and is further supported by the data available and through use of the appropriate benchmarks.  All teaching staff have analysed assessment data at class and stage levels, identifying areas of strength and areas for development. Class teachers developed actions plans based on this analysis to support pupil attainment in reading and numeracy which has remained high. The professional learning that teachers have engaged in this session will further strengthen this process.  Next Steps;   * Further development of pedagogy of Numeracy and Mathematics through ongoing CLPL in order to raise attainment. * Further development of Problem Solving and application of strategies within Numeracy * Curriculum development group to write stage specific guidance for teaching Numeracy | |
|  | |

|  |  |
| --- | --- |
|  | |
| **School priority 2: UNCRC and Rights Respecting School Accreditation/Silver Award** | |
| NIF Priority   * Placing the human rights and needs of every child and young person at the centre * Improvement in children and young people’s health and wellbeing   NIF Driver   * parent / carer involvement and engagement * teacher professionalism | HGIOS?4 QIs  QI 3.1 Wellbeing, equality & inclusion  QI 2.5 Family Learning |
| Progress and Impact:  The school has made good progress with this improvement priority and is well placed to continue the progress already made.  Vision, Values and Aims have been reviewed in consultation with staff, pupils and parents. Views were gathered from parents, carers and staff on the core values on which the school should focus. This was also supported by parents who shared their experience of similar processes in their work place. All pupils were also consulted on their views regarding core values through online forms or class discussions. Engagement by all stakeholders was high and displayed agreement on core school values; Faith, Respect, Achievement, Kindness and Happiness. The participation of all stakeholders in the creation of the Vision, Values and Aims for the school, means that everyone is involved in shaping the moral and academic landscape and articulating the expectations for everyone in the school community.  An updated school prayer was written by the Faith Committee, incorporating the new core values. This was done in conjunction with Fr Toner. The new Vision, Values & Aims and school prayer will be used from August 2024.  The UNCRC Committee took the core values and aligned these to Children’s Rights and developed a school charter that is displayed in all classes and focussed on the following articles;   * Article 12 Respect for Children’s Views * Article 24 Health, Water, Food, Environment * Article 28 Access to Education * Article 15 Setting up or Joining Groups * Article 31 Rest, Play, Culture, arts   The UNCRC Committee have increased the opportunities for pupils, staff and parents/carers to learn about Children’s Rights throughout the school year. Pupils and staff have presented regularly at school assemblies ensuring that;   * Through curricular lessons and school assemblies, children in Holy Family Primary have become familiar with a number of articles of the CRC (Convention on the Rights of the Child) and know these rights are universal and unconditional. * They are aware that some children around the world cannot access some of these rights. * Children are aware that school allows them to enjoy a range of rights and that they can help to create a rights respecting environment.   To further strengthen pupil voice and pupil empowerment, all pupils are now part of a Committee who meet regularly throughout the year. Committees have organised whole school events, coordinated focus weeks and managed the charitable giving throughout the year. Committees also report at assemblies so that all pupils are aware of their impact and have linked the core UNCRC Articles which aligns their focus.  Feedback form parents has been very positive, including the following;   * My daughter has a good understanding of the rights of the child and has discussed it at length. * I think it is very positive that my children are learning about their rights and the rights of others. * Ethos of the school is fantastic and it is clear that every effort is made to instil good values in the children to compliment those provided at home   Pupils feedback has included the following;   * It is important to learn about rights, but just as important to protect our own rights and the rights of others (P4/5 pupil) * Holy Family helps us to access lots of our rights. It helps us to learn, play, eat healthy foods and be safe. We made a class charter to help us discuss and share how we should be respectful in class (P3 pupil) * I have learned to be more respectful to others. We learn about the articles of the child in class and at assemblies (P6 pupil)   Next Steps:  The school aims to embed the progress made in creating a rights respecting environment and further increase pupils’ knowledge and understanding of articles of the UNCRC, as well as identifying more ways in which ‘pupil voice’ and pupils’ roles in decision-making can be enhanced.   * Rights Respecting Schools Silver Award submission and accreditation * Action planning for Rights Respecting Schools Gold Award * Formal launch of new Vision, Values and Aims – Term 1 2024 * Staff reviewing the Promoting Positive Relationships Policy to reflect CRC articles * Enrolment in Laudato Si programme. | |
|  | |

|  |  |
| --- | --- |
|  | |
| **School priority 3: Improving Wellbeing for all – Relationships, learning and Behaviour** | |
| NIF Priority   * Placing the human rights and needs of every child and young person at the centre * Improvement in children and young people’s health and wellbeing   NIF Driver   * school improvement | HGIOS?4 Qis  QI 3.1 Wellbeing, equality & inclusion |
| Progress and Impact:  The school has made good progress with this improvement priority and is well placed for further development.  Consultation with all pupils was undertaken by the Pupil Council regarding resources for use at break times. Further to discussion involving the Pupil Council and representatives from Support staff the following was actioned;   * A rota for the use of the Multi Use Games Area with specific times to promote football for girls * Identification of specific resources for all playgrounds   Pupils commented that;  “The rota is fair for all pupils and I have played football more often as I prefer the girl only sessions”  “The new games will support those pupils who have sensitive needs and those who don’t like football”  The rota for the MUGA has been well received by pupils and staff and is regularly reviewed at the Pupil Council.    UNCRC Committee worked with staff and pupils to create two pieces of guidance for all pupils to support them during breaks in the yard. Firstly, a Playground Charter was developed linked to Article 19, 2, 24, 31 and 12. The focus was to have positive statements that encourage sharing, playing gently, displaying honesty and looking after our environment. The UNCRC Committee launched this to the whole school at assembly and distributed ‘Charters’ for display in each class and throughout the school. This has been further supported through work with the support staff and teaching staff. Support Staff who supervise the yard are using ‘conversation starters’ based on the UNCRC articles that are applicable in the school yard. This ensures that any issues are discussed in a consistent manner and always related to the Rights of the Child. The same ‘conversation starters’ are also being used within the classroom by teachers. Staff have commented that they are now more confident in dealing with any issues, that they have a common approach across the school and that they are using ‘Rights’ language in a positive way. A P5 noted that “children now deal with any issues with the support of staff in the yard through discussion”. A P6 pupil felt that “the Playground Charter makes you think about your actions and play with respect. I take ’10 seconds to think if I have an issue.”  Secondly, to further promote the use of rights language and to promote positive behaviour, pupils and staff worked together to develop a ‘Code of Conduct’ for team sports on the Multi Use Games Area (MUGA). The group, comprised of pupils, teachers and support staff, developed a Rights based document that highlights the expected conduct of those pupils using MUGA to promote fair play. Before implementation, the proposals were shared with parents/carers and pupils for review.  Since the introduction of the ‘Code of Conduct’ there has been a marked improvement in the overall conduct of pupils, and also the recognition of behaviours that do not meet the ‘Code’. Pupil Feedback stated that “more respect is being shown by all pupils. We think about our actions more”. Another pupil said that “everyone knows what is expected and not to take it (games) too seriously”. Staff have also noted a difference stating that “pupils now self-regulate team games to a greater degree and will refer to the ‘Code of Conduct’ if a pupil is not adhering to the guidelines”.  Teaching and non-teaching staff have supported the promotion of Health and Wellbeing for all pupils throughout the year. Health and Wellbeing surveys are completed by all pupils and concerns actioned by class teachers and appropriate adults. The Nurture teacher has attended LIAM training and used this to support pupils throughout the year, leading to improved attendance and readiness to learn. Where appropriate, pupils have been further referred to Lifelink or Women’s Aid for more specialised support. Pupils have been supported on an individual basis and as part of a group for P7/S1 Transition. All pupils involved have benefitted through these interventions. Pupils have commented that they “have learned how to stay calm” and that they are “not alone in facing the challenges of secondary school”.  Next steps:   * School induction for all classes in August to include; Class Charter, Playground Charter and MUGA Code of Conduct (P5-7 only) * Learning about each other – Celebrating Cultures Day * Develop a school relationship policy based on ‘Rights’ language and the school vision, values and aims. | |
|  | |

**Progress in National Improvement Framework (NIF) priorities**

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

* **Placing the human needs and rights of every child and young person at the centre of education**

All staff, Pupils and the wider school community continue to engage with The Promise, UNCRC and the Rights Respecting School. The Rights respecting Steering Group have worked together to ensure that all classes engage with rights based learning through stage specific lessons and school assemblies.

This has been supported through engagement with partners

Three senior pupils have engaged in West of Scotland Development Education Centre training and have been awarded a Dynamic Youth Award certificate. They have attended in person and online events, such as the EDC Pupil Forum, and cascaded back to the UNCRC leads in school

Through the school Religious Education Roman Catholic curriculum and commitment to social justice, the community have supported children at home and around the world, organising fundraising, selecting the charities to support and collecting food for the local Food Bank. The school staff supported the ‘Minnie Vinnies’ fundraising initiatives who in turn support young people in our local community.

The Fair Trade Committee continued to inform and teach classes about the importance of this initiative and the positive impact Fair Trade can have on global scale. Pupils organised and ran the Fair Trade shop in conjunction with Gavin’s Mill. All children are helped to develop and recognise their Global Citizenship responsibility through dedicated lessons based on the UN sustainability goals.

* **Improvement in children and young people’s health and wellbeing**

The school monitors the H&WB of all pupils through age-appropriate mechanisms during year. This information is used by teachers to inform their class practise and offer targeted support where necessary.

Pupils have accessed specialist counselling services, taken part in High School Transition sessions with Lifelink and been supported by the Nurture teacher who is LIAM trained (Let’s Introduce Anxiety Management). The school continues to discuss wellbeing and readiness to learn through ‘Zones of Regulation’ that is used across all stages. Children with ASN requirements are supported effectively.

Comprehensive class transition and handover processes ensures that the needs of all pupils are 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 widely across the school for identified pupils. Children staring Primary 1 are invited to visit the school grounds during the summer and scan QR codes which link to short information videos. Those children who attend Holy Family EYC have also had the opportunity participate in current P1 learning events and have attended school shows.

There is ‘Snack Station’ where all pupils can access fruit for breaks and pupils are encouraged to refill water bottles throughout the day in class. This has been further supported at lunch with water available to all children. Refillable bottles are encouraged across the whole school.

The school promotes participation in Bike-ability, EDC Dance-fest, athletics coaching /team events, SFA clubs and local festivals. The school also has also participated in local and regional quizzes and art competitions. SUSTRANS facilitated curriculum walks and has trained pupils on the safe use of scooters. SUSTRANS have supplied a class set of scooters and helmets for all pupils to use.

All classes have two hours of timetabled PE lessons throughout the week and utilise the indoor and outdoor space. Outdoor Learning is used throughout the school year, with focus weeks in May that coincide with Outdoor Classroom Day. This is further supported by the pupil Outdoor Learning Committee.

Primary 7 and 6 pupils to participated in Residential trips to Ardentinny Outdoor Centre (P6) and a cultural residential visit to Edinburgh (P7). The school ensured these were accessible to all families regardless of their financial situation through support by the local Parish.

* **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. This has been further supported by a new Pupil Tracker where all relevant information is in one document. Staff are vigilant in identifying any children who may be affected by poverty 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 and ASN Coordinator. The cost of the school day is taken into consideration when organising educational trips or events in the school.

The Family Learning Assistant (FLA) meets regularly with the SLT and shares support being offered/sought by families. She signposts parents to support services that are available and offers guidance. Specific requests are followed up in a timely fashion and support is offered to complete any relevant forms. The FLA also coordinates holiday ‘Snack and Play’ and manages the school ‘preloved’ uniform that is available to all, minimising the ‘cost of the school day’ for many families. The FLA has developed excellent, supportive relationships with families and is aware of their individual needs. This has been further supported by her involvement in Nurture.

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

Most pupils achieve appropriate levels in Primary 1, 4 and 7 in Literacy and Numeracy.

The school has a robust Tracking and Monitoring process in order to effectively track pupil’s progress over time, pace of progress, and ensure past and current supports are effective in informing next steps. Teachers and senior leaders use a suite of information and professional judgment to inform accurate decision making about the standards of children’s learning and their achievement within a Level.

Barriers to learning are noted on the tracking document and acted upon. Analysis of this data suggests that, overall, the school is making good progress in closing the gap in attainment between SIMD Quintile 1/2 and Quintile 5. Across P1,4 and 7 the overall gap in Literacy between the least disadvantaged and the most is 9% and 8% in Numeracy. We now have comparator data to track cohorts of learners across Curriculum for Excellence levels, year on year and over time. In session 2022/23, data for achievement of curriculum for excellence levels in Numeracy and Literacy in P1, P4 and P7 are all above both the EDC average and National average, with all improving on the data from session 2021/2022.

**Achievement of Curriculum for Excellence (ACEL) data**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ACEL data at the end of June 2023 | | | | |
|  | Reading | Writing | Talking &  Listening | Numeracy & Mathematics |
| Early level by end of P1 | almost all | almost all | almost all | almost all |
| First level by end of P4 | most | almost all | almost all | almost all |
| Second level by end of P7 | almost all | most | most | almost all |

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

The PEF allocation for 2023/24 was £34300

At Holy Family achieving equity and excellence for all children is our central aim. PEF funding 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.

Identified pupils have received additional support from a PEF Funded teacher and the Education Support Teacher (EST). Literacy and Numeracy have been a focus for support through individual, group and team teaching. Team Teaching has been utilised to support pupils within the class and share good practice. The PEF funded teacher has supported the 3 Reads Programme and phonic development.

Both the PEF teacher and EST work closely with the Depute Head Teacher 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. Assessment data, such as PM Benchmarking, observation, class assessment and professional judgement has shown that almost all pupils have made progress at their own level This has led to increased comprehension, confidence and fluency.

Pre and post assessment data shows an increase in chronological reading age for all pupils;

Pupils had this to say;

* The support I have received helped me to do better in class
* I have a much better understanding of fiction and non-fiction stories
* I am more comfortable, more confident and I like reading now.

Numeracy has focussed on number processes and areas identified through liaison with class teachers. Comparison of pre and post assessments show that most pupils have an improvement of between 1 and 4 months in their maths age. Class assessment has also shown improvements of up to 40% on raw, non-standardised scores.

Feedback from pupils taking part in the programme was very positive;

* I feel that I have come on a lot. It (the support) has helped me with my addition and division.
* I feel more confident. I feel that I can get through my work easier now.
* I have improved working with bigger numbers and I know more about money than I did before.

Class teachers noted improvements in all pupils who were supported, especially with confidence and an increased willingness to engage with numeracy in the curriculum.

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

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

**Summary of School Improvement priorities for Session 2024/25**

* Learning, Teaching and Assessment – Numeracy and Mathematics
* UNCRC Gold/Laudato Si
* The Circle

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

Holy Family Primary School 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; School leadership, Teacher and practitioner professionalism, parental/carer involvement and engagement, Curriculum and assessment, School improvement and performance information. The school has a clear vision for improvement over the next 3 years and we are looking forward to continuing to work in partnership with all stakeholders to ensure continuous improvement and build capacity within our school community.