

Holy Family School Values



Standards and Quality Report

2016 – 2017

Context of the School

Holy Family Primary School was built in 1966 and serves the Roman Catholic community of Kirkintilloch and Lenzie. In August 2015, we moved to the former Lairdsland Primary School located in the town centre to allow building work to take place in Holy Family Primary School. In February 2017, we were delighted to return to our newly refurbished school. There are 362 children on the school roll making fourteen classes; we also have two nursery classes. 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 full-time equivalent teachers includes the head teacher, two depute heads, one principal teacher, twelve full-time teachers one of whom is chartered, and four job-share teachers. There are also two education support teachers who between them spend 1.5 days per week in the school. An instrumental tutor for wind instruments visits the school every Monday to work with individual children. We have the equivalent of three classroom assistants, 2.5 support for learning assistants, two full-time clerical assistants, one part-time clerical assistant and a site co-ordinator.

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

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.

School Priority 1: Health and Wellbeing GIRFEC

NIF Priority

Improvement in children's health and wellbeing

NIF Driver

Teacher professionalism

Assessment of children's progress

HGIOS 4 QIs

2.4 Personalised Support

3.1 Ensuring Wellbeing, Equality and Inclusion

3.2 Raising Attainment and Achievement

Progress and impact: Very good progress has been made in implementing GIRFEC. Our Support for Learning Co-ordinators met with colleagues from other sectors and placements to ensure a shared understanding of standards and a consistent approach in relation to the implementation of revised GIRFEC policies and SEEMIS applications. All staff received in-service training in Child Protection and nurturing approaches; all of which are firmly embedded in the ethos of our school. All staff and partners are proactive in promoting a climate where all young people feel safe and secure.

As a result of in-house training and support, all staff are confident in identifying children who require Universal or Targeted Support. Teachers use the 'What I Think Tool' to ensure the views of identified children are embedded in their action plans. Staff and children know and understand that the wellbeing indicators are an integral part of school life. Children, parents and partners are fully involved in decisions about learning and support required.

Next Steps: All staff will continue to actively engage with statutory requirements and codes of practice. New members of staff will receive in-house training.

School Priority 2: Raising Attainment in Numeracy

NIF Priority

- Improvement in attainment in numeracy
- Closing the attainment gap between the most and disadvantaged children

NIF Driver

- Teacher professionalism
- Parental Engagement
- Assessment of children's progress

HGIOS 4 QIs

1.2 Leadership of Learning

1.3 Leadership of Change

2.3 Learning, teaching and Assessment

2.2 Curriculum

3.2 Raising attainment and Achievement

Progress and impact: Excellent progress has been made in raising achievement through the implementation of Strategies for Arithmetical Learning (SEAL) at early and first level. Holy Family took a lead role in organising high quality training sessions for our cluster schools to ensure a progressive, consistent approach. Staff used collegiate time to establish a bank of moderated teaching methodologies, lessons, activities and resources, which we have shared with colleagues across the authority. Following this framework has allowed us to profile an individual's numerical knowledge and offer clear guidance in teaching approaches that nurture their understanding. As a result, teachers and parents report improved confidence and fluency in maths. This initiative allowed our maths ambassador to develop very good leadership skills through: her strong role in the PLC, sharing good practice with head teachers at an authority event and working with parents through 'Learning with your Child' workshops.

In addition, teachers have worked with cluster colleagues to plan and moderate challenging and effective learning and teaching approaches in numeracy across all levels. Assessment is integral to our planning of learning and teaching and a wide range of evidence is collected in a variety of ways. This includes observing learners at work, assessing children's knowledge and understanding by talking to them about their learning, and assessing their work in class. This session we introduced holistic assessments which allow learners to demonstrate their knowledge and understanding, skills, attributes and capabilities in different contexts across the curriculum.

Next Steps:

- Implement SEAL in Primary 3.
- Provide in-house training for relevant staff.
- Identify and target children with maths intervention strategies in order to close the attainment gap between our most and least disadvantaged children. P1-7.

School priority 3: Raising Attainment in Literacy – Talking and Listening

NIF Priority

Improvement in Attainment in Literacy

NIF Driver

Teacher Professionalism

Assessment of Children's Progress

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: Good progress has been made in developing learners' group discussion skills. Planned activities led by the principal teacher gave staff a clearer understanding of standards and expectations at each level in key listening and talking skills and helped them plan learning of appropriate challenge. It has also helped staff identify next steps to ensure learners make continuous progress in these skills. Training gave staff a deeper understanding of how to develop higher-order thinking skills for learners progressing through the levels. At second level, we have evidence of pupils working collaboratively in a variety of challenging contexts. Analysis of assessment footage indicates that pupils are now more competent building on the contributions of others and are able to ask relevant and probing questions.

Next Steps:

- Continue to moderate listening and talking activities across the levels to ensure a coherent and consistent approach to developing skills across contexts for learning.
- Improve listening and talking skills through development of vocabulary awareness with early years and P1 SIMD 2 children.
- Raise attainment in writing across the curriculum through clear skills progression linked to the benchmarks.

School priority 4: RERC

NIF Priority

Improvement in children's health and wellbeing

NIF Driver

Parental Engagement

HGIOS 4 QIs

3.1 Ensuring Wellbeing, Equality and Inclusion

Progress and impact: Very good progress has been made in developing strong and secure achievements in RERC. The cluster RERC mentors met to develop approaches to relationships and moral education through God's Loving Plan, linking it to the current This is Our Faith planners. Feedback from parents and children on the delivery of these lessons in the upper stages has been very positive. Staff were involved in self-evaluation using 'The Catholic School – Developing in Faith' and accompanying CLPL document 'Companions on the Journey' in order to identify good practice and our next steps in developing as a Catholic community of faith and learning. RERC permeates other curricular areas and children are involved in the creation and delivery of school Masses and weekly assemblies. We create opportunities for parents, carers and families to be informed about and actively included in the life of the school including prayer services and information sessions.

Next Steps:

- To build upon the existing good practice in RERC to develop approaches to relationship and moral education through God's Loving Plan at P1-5.
- To continue to develop 'This is Our Faith' through self-evaluation using –'The Catholic School – Developing in Faith' and accompanying CLPL document 'Companions on the Journey.'
- To make learners aware of the links between the wellbeing indicators, Rights of the Child and the Gospel Values.

Key Priorities for Improvement Planning 2017-18

Numeracy & Maths

- Improved attainment in Numeracy and Maths across P1-7 through implementation of new planning and pedagogy. (SEAL & Maths Intervention strategies)
- Target children who require intensive support through maths intervention strategies to enable them to achieve the appropriate levels at all stages and be confidently numerate by the time they leave Primary 7.

Literacy and English

Writing

- To raise attainment in writing through clear skills progression linked to the benchmarks.
- To share standards through exemplification of writing samples from early to third level.
- To ensure that there are effective moderation procedures early to third level.

Listening & Talking

- To raise attainment in listening and talking across the school with specific reference to narrowing the vocabulary gap at early level.

Health & Wellbeing

- Improve the engagement of children and parents in learning through the development of a positive can do mindset that improves attainment, increases achievement and develops greater aspirations.

RERC

- To build upon the existing good practice in RERC to develop approaches to relationship and moral education through God's Loving Plan at P1-5.
- To continue to develop 'This is Our Faith' through self-evaluation using -The Catholic School – Developing in Faith' and accompanying CLPL document 'Companions on the Journey.'
- To make learners aware of the links between the wellbeing indicators, Rights of the Child and the Gospel Values.

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

Quality indicator	School Self-Evaluation	Inspection/Authority Evaluation (If available)
1.3 Leadership of change	6	
2.3 Learning, teaching and assessment	5	
3.1 Ensuring wellbeing, equity and inclusion	5	
3.2 Raising attainment and achievement	5	