

Holy Family School Values



Standards and Quality Report

2017 – 2018

Context of the School

Holy Family Primary School was built in 1966 and serves the Roman Catholic community of Kirkintilloch and Lenzie. In 2017 the school building benefitted from a major refurbishment. There are currently 352 children on the school roll making fourteen classes; we also have an extended day nursery. Most of the children who enter primary one have previously attended Holy Family Nursery or local authority/ private pre-five establishments. The associated secondary is St Ninian's High in Kirkintilloch. A transition programme is in place both for new entrants to primary 1 and for primary 7 children moving on to secondary school.

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

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: Raise Attainment in Writing

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:

Writing –Literacy Champions from our cluster worked collaboratively to produce a clear skills progression toolkit aligned with the benchmarks. All staff had the opportunity to use the toolkit to assess and moderate cold pieces of work from early to third level. In school, a working party piloted the 'Talk for Writing' programme which allowed learners to improve their language ability through reading, rereading and retelling. As a result, the quality of writing has improved across the different stages involved. Written feedback from parents was very good. The purchase of a new laptop bus, laptops and i pads supports skills in writing, redrafting and presenting work.

Next Steps:

- All staff trained on the underpinning principles of Talk for Writing.
- Implement programme at all stages.
- Continue to moderate writing at school and cluster level.

School Priority 2: Raising Attainment in Numeracy

NIF Priority

- Improvement in Attainment in Numeracy

NIF Driver

- Teacher Professionalism

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:

PEF money was used fund a 0.6 teacher to support learners in P5 and P6 using Maths Recovery strategies. Setting was also introduced at P5-7: all children involved indicated that they preferred to work in set groups as the pace of learning was better and they got more 1:1 time with the teacher. Pre and post numeracy assessments indicated that all targeted children made very good progress from their prior learning. It was evident from classroom observations that this approach also helped increase the learners' confidence and attitude in numeracy. SEAL (Strategies for early Arithmetical Learning) is fully embedded in nursery-P3 and there is a consistent approach to planning, delivery and assessment across the department. As a result, almost all learners can confidently explain strategies used to solve a problem and have the opportunity to apply their skills in relevant contexts across the curriculum. SNSA results at P1, P4 and P7 were very good with most children achieving medium or high scores; a small group of P4 children who did not achieve first level and a group in P6 will continue to work on SEAL/Maths Recovery. Feedback from P1 SEAL parents' workshops was very good with all parents stating that the sessions helped them support their child at home. A recent authority VSE highlighted the excellent practice in numeracy at the early stages.

Next Steps:

- Introduce SEAL at Primary 4
- Roll out a structured Maths Recovery programme to focus on identified learners in P5-P7.
- Amend maths policy to reflect new practice

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
- Performance Information

HGIOS 4 QIs

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

Listening & Talking- This year staff used Education Scotland’s group discussion professional learning resource to build their capacity in teaching group discussion skills. This approach allowed learners to increase their vocabulary and widen their range of language across the curriculum. Class visits evidenced that most learners have progressed from turn taking and articulation of ideas, thoughts and feelings to responding and making use of higher order skills such as questioning, challenging and building on the contribution of others. Feedback at pupil focus groups indicated that all learners felt that their discussion skills had improved. Word Aware was introduced in P1, all parents who completed the post questionnaire indicated that there was an increase in their child’s vocabulary since the start of term. There was an improvement in the number of learners achieving early, first and second level in listening and talking.

Next Steps:

- Ensure all new staff are trained in teaching group discussion skills.
- Continue to ensure listening and talking skills are transferred across all areas of the curriculum.
- Continue Word aware in P1.

School Priority 4: Health & Wellbeing

NIF Priority

- Improvement in health and wellbeing

NIF Driver

- Parental Engagement
- School Improvement

HGIOS 4 QIs

- 2.3 Learning and Engagement
- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising Attainment and Achievement

Progress and impact:

All learners and staff attended workshops and presentations on developing a growth mindset. Staff have embedded the language in their daily practice and it was evident during pupil feedback sessions that the children are familiar with the language increasing their confidence in their potential and ability to achieve through dedication, persistence and hard work. Parents also had the opportunity to attend an evening session. Feedback from all involved has been very good and staff have reported a change in some learners’ attitudes i.e. not giving up when things get difficult.

Next Steps:

- Social and emotional and skills development programme Ice Pack Knowing Me- Knowing You introduced P1-7 to promote healthy, nurturing inclusive practices.

School Priority 4: RERC

NIF Priority <ul style="list-style-type: none">Improvement in health and wellbeing NIF Driver <ul style="list-style-type: none">Parental EngagementAssessment of Children's Work	HGIOS 4 QIs 3.1 Ensuring Wellbeing, Equality and Inclusion
Progress and impact: <p>RERC permeates other curricular areas; this is evidenced through planning formats and lesson observations of effective EDL. Standards are consistently applied across all stages and establishments through moderation activities. As a result of planned assemblies led by P5, learners are able to make links between the Rights of the Child and the gospel values. We continue to evaluate our programme of work using the document The Catholic School: Developing in Faith in order to highlight good practice and areas for improvement. We liaised with staff from Holy Trinity to prepare P7 children for the joint celebration of Confirmation at St Flannan's Church; feedback from the Archbishop was excellent. This Lent the Pupil Council selected Mary's Meals as this year's charity. The school donated 167 backpacks and £300. Almost all children in Primary 7 achieved the Pope Francis Faith Award,</p> Next Steps: <ul style="list-style-type: none">God's Loving Plan Key Vocabulary to be used at all stagesContinue to embed the Rights of the Child.	

Key Priorities for Improvement Planning 2018-19

Literacy and English

Writing (Cluster)

- 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.

STEM

- To develop higher level thinking skills connecting classroom learning to the real world.

RERC

- Learners will understand the distinctiveness of their Catholic school and its role in 'Serving the Common Good' locally, nationally and globally as part of National and Diocesan celebrations of 100 years of Catholic Education.
- To develop learners' emotional literacy through 'Ice Pack'

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	5	
2.3 Learning, teaching and assessment	5	
3.1 Ensuring wellbeing, equity and inclusion	5	
3.2 Raising attainment and achievement	5	