



# HOLY FAMILY PRIMARY

## STANDARDS & QUALITY REPORT

### 2018-2019



## 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 368 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 senior substantive and one acting), one acting 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.

This year a new Head teacher was appointed in December 2018 and a Senior DHT was appointed in June 2019. There has been a great deal of change for the school within the last year, however the appointments have generated stability for staff, pupils and parents.

## 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 £33,600 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 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.

Through consultation with pupils, staff and parents Pupil Equity Fund will be used to support learning, address the poverty gap and provide rich learning experiences for pupils. PEF has enabled one staff member to develop resources and support/assess pupils learning. Specific resources, such as Rainbow Reading, has been purchased in order to support pupils with Literacy. ICT has also been purchased to allow pupils access to reliable, current hardware which enhances learning.

An EDC Quality Review took place in February 2019. The visit was very positive and the following were areas of strength;

- *The newly appointed Head Teacher's commitment to promoting a caring, nurturing ethos and positive relationships.*
- *The polite, articulate and respectful pupils who are proud members of their school community.*
- *Staff understanding of GIRFEC principles to promote wellbeing for learners. Very good procedures and processes are in place to support learners who have additional support needs.*
- *A range of opportunities for independent learning, personalisation and choice at early level are in place*

The following were identified as areas for further development;

- *Differentiation matching the needs of pupils*
- *Challenge, especially in reading.*
- *Continued refinement of monitoring and tracking, self-evaluation and how this informs next steps in learning.*
- *Development of partnership working, especially STEM*
- *Manageable Forward Planning*

**Quality indicator**

**Inspection/Authority  
evaluation Feb' 2019**

1.3 Leadership of change	4
2.3 Learning, teaching and assessment	4
3.1 Ensuring wellbeing, equity and inclusion	5
3.2 Raising attainment and achievement	4

## Attainment Profile

30% 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 5%.

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 2018-19 for primary 1, 4 and 7 and is in line with previous attainment. Although the attainment in Maths is slightly lower in P4, there are a number of children who will achieve this early in P5.

Level	Reading	Writing	Listening & Talking	Maths
Early (P1)	92%	92%	94%	92%
First (P4)	91%	91%	92%	83%
Second (P7)	90%	88%	97%	86%

SNSA results for 2018 to 19 show very good attainment across the stages.

Primary 1 - 53 pupils	Band 6+ and 5	Band 4 and 3	Band 2 and 1
Literacy	34%	62%	4%
Numeracy	47%	41%	11%

Primary 4 - 53 pupils	Band 9+ and 8	Band 7 and 6	Band 5 and 4
Reading	78%	23%	
Writing	49%	48%	4%
Numeracy	60%	39%	

Primary 7 - 59 pupils	Band 11+ and 10	Band 9 and 8	Band 7 and 6
Reading	56%	37%	7%
Writing	40%	49%	10%
Numeracy	50%	48%	3%

**School Priority 1: Raise Attainment in writing - Talk for Writing**

### NIF Priority

- **Teacher Professionalism**
- **School Leadership**
- **Assessment of Children's Progress**

### NIF Driver

- **Improvement in attainment in literacy**
- **Closing the attainment gap between the most and least disadvantaged**

### 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**

Staff have benefitted from 2 full training days on Talk for Writing; Fiction and Non-fiction. The skills learned have been implemented at class level and pedagogy has been adapted accordingly. Pupils are clear on structure of T4W and have become increasingly familiar with the process. Improvements are evident in the structure of writing, the ability to 'stay on track' and the use of improved vocabulary through 'magpie books'. Pupils are also able to internalise a story and remember the key parts of genres specific writing. Pupils have given positive assessments of T4W, but have also shared ways to continue to enhance the learning experience which have been shared with teaching staff.

Teaching staff were part of cluster PLC groups at early, first and second level sharing good practice, supporting T4W implementation, participating in reciprocal visits and moderating writing across the cluster. Staff met for 3 half days and also visited other schools a number of times. The impact was staff who were more confident in implementing T4W and who were also capable and willing to support teachers in our school. There was also recognition through moderation that the writing was still of a high standard. Writing attainment across key stages continues to be high, with Primary 1 teachers also noting positive outcomes for pupils.

Literacy Champions have collaborated to develop exemplification materials, planning guidance and guidance to ensure a broad coverage of writing genres. They have also completed a Practitioner Enquiry on the implementation of Talk for Writing. It found there was a robust, coherent and consistent approach to the teaching of writing underpinned by effective training of teaching and non-teaching staff across the cluster. The information also established that through Talk for Writing, teachers promote enthusiasm and creativity through skilled questioning and a range of learning opportunities which enables higher order thinking skills for learners. This was supported by the following evidence based on a select focus group:

In Primary 4, 75% of the pupils in the focus group achieved First Level in writing. 25% of these children are in SIMD 1. Of those who achieved the first level, 50% did so earlier than initially expected during forecasting at the start of the year.

It is expected that given the progress made to date, that those who did not achieve the first level, will do so early in primary 5. 84% of pupils overall were working at the 2nd level by March 2019.

In P7, 75% of the pupils in the focus group achieved the second level by March 2019. Of those who did not achieve, children were identified as having additional support needs but were forecast to achieve early in the next term. Overall across both classes, 86% of pupils were working at the third level by March 2019.

SNSA results in Reading and Writing at P1, 4 and 7 were Very Good with almost all children achieving appropriate levels for their age and stage. (table above)

### **Next Steps**

- Moderation of standards across the school and cluster leading to a shared understanding of achievement of a level to ensure robust and consistent professional judgement
- Further staff training focussing on 'short burst' writing and non-negotiables of T4W
- PLC groups focussing on moderation and T4W strategic team to develop practical resources and planning frameworks.

### **NIF Priority**

- Teacher Professionalism
- School Leadership
- Assessment of Children's Progress

### **NIF Driver**

- Improvement in attainment in literacy/health & wellbeing
- Closing the attainment gap between the most and least disadvantaged

### **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**

Primary 1 staff have attended EDC training, twilight sessions and visited other Play establishments in order to develop their pedagogy. The learning environment has been adapted to suit Play with space within and out with the class being utilised. Staff have developed creative, social and discovery areas within the class which have high quality, engaging activities. These areas are resourced appropriately and change regularly, taking into account the pupils' interest and pupil voice. The outside learning environment has been utilised to develop curricular areas (outdoor learning) and also Health and Wellbeing. Teaching staff have included pupil voice in planning for their learning, which is also responsive to the needs of the pupils. After an audit of resources further educational Play materials have been purchased (£1000 PEF). Parental engagement workshops took place in November 2019. These workshops allowed parents to see Play in action, as well as SEAL and Word Aware. Almost all parents felt that these had been beneficial in helping them to understand the curriculum and support their children.

Attainment and progression through core curricular areas has been very good with almost all pupils achieving First Level. SNSA results were also positive with few pupils in the lower 2 bands of Numeracy and Literacy. Pupils with ASN have also been well supported through play and this approach has allowed them to settle well into the routines of school. Pupils with ASN have also made good progress.

## **Next Steps**

- Play to learn into First level – P2 and early adoption in P3
- Further training staff new to Play
- Effective planning, monitoring and recording formats to be developed.

## School Priority 3: Skills development through STEM

### NIF Priority

- Teacher Professionalism
- School Leadership
- Improvement in attainment Improvement in employability skills and sustained, positive school leaver destinations for all young people

### NIF Driver

- Closing the attainment gap between the most and least disadvantaged

### 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

Teaching staff attended 2 twilight SSERC courses in Term 1 focussing on Carbon Dioxide Chemistry and Vibrations. These were for first and second level. In appropriate classes teachers used the knowledge and relevant resources to plan and deliver SSERC science lessons. Pupils were engaged in these lessons and developed enquiry and 'good practice' skills.

Throughout the year there has been developing engagement with STEM ambassadors, with one delivering lessons and talks on Strawberry DNA. Every class participated in workshops with Glasgow Science Centre in May which were all related to STEM. These were high quality learning experiences with high pupil involvement. P7 also undertook a series of practical lesson on Lego WeDo, programmable robots. 20? 25? I-Pads were purchased via the PTA funds to support the increased use of technology across the school. These were deployed on each level of the school and an additional storage cabinet was also purchased. These have supplemented the technology already available within the school. Apps have been downloaded and these have also been used in outdoor learning to record activities.

The maths champion, along with key staff, continued to develop SEAL planning formats and has completed up to Primary 3. This will continue next session where P4 planners will reflect the introduction of other school resources to complement SEAL. The impact has been coherent progressive planners which support quality Learning and Teaching.

STEM professions were also represented at the P7 'World of Work' Speed networking event in May.

STEM Self-Evaluation and the development/updating of programmes was not accomplished and will carry on to 2019/20.

## Next Steps

- Develop further partnership working - STEM and West Partnership (Collaborative Learning Network)
- STEM week with events, trips and visits from Ambassadors
- Revisit science/technology programmes of study



## School priority 4: Raise attainment in RERC - 'Serving the Common Good'

### NIF Priority

- Teacher Professionalism
- School Leadership
- Assessment of Children's Progress

### NIF Driver

- Closing the attainment gap between the most and least disadvantaged

### 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

VVA of school were not reviewed due to changes in SLT which were not settled until December 2018. This will be revisited in 2019-20 session involving all stakeholders. Staff have attended training via Archdiocesan CLPL. This has had a positive impact on delivery of Sacramental lessons across the school. HT attended CHAPS and APHTA conferences throughout the year. This has given a clearer understanding of VVA and where these sit within the Catholic context. These conferences also addressed the idea of 'mission' and how we support others through Catholic Social Teaching.

The charitable giving within the school has been more focussed this year and the Pupil Council have had a major role in deciding which charities are supported.

Missio	£590
SVDP	£390 (£243 +£147)
Marie Curie	£190
SCIAF	£90
Glasgow Children's Hospital	£90
Children 1 <sup>st</sup>	£90
Mary's Meals	£90

Mini-Vinnies also collected toiletries for the homeless at Christmas and food for the homeless in June of 2019. Both were supported very well.

Primary 5 also held a concert called 'Resurrection Rock' at Easter which raised £243 which was put towards the SVDP cheque.

SCES materials were used throughout the school and a major focus was placed on Catholic Education Fortnight. Senior pupils visited St Ninian's to work in partnership with the cluster, producing a prayer which was given out to all parishioners. Senior pupils also attended a civic reception in recognition of 100 years of Catholic Education at Glasgow City Chambers. A display of pupil work included pieces submitted by Holy family and this formed a running exhibition within the City Chambers.

All staff attended Schoenstatt Retreat Centre in October where the focus was the Centenary Icon: Jesus the teacher. Staff were led in a reflective talk and workshop allowing staff to reflect on their own faith.

God's Loving Plan is now embedded into the Health, RERC and Science plannings. This is completed through RERC and also the Health and wellbeing curriculum. Staff will receive further guidance from RERC mentor on the delivery. Emotional and Social skills have also been developed this year in P1 through PATHS. This new initiative was taken on by Mrs Smith who has attended EDC training and twilights. She has noted positive relationships in the class and the strategies have been used to enhance pupil relationships. This will move to P2 next year.

### **Next Steps**

- Review of Vision Vales and Aims
- Equality Training (SCES)
- Identify links between Equalities resources, H&WB and This is our Faith

## **Key priorities for improvement planning 2019-20**

1. Talk 4 Writing - Phase 2
2. STEM
3. Play - P1, 2 and early adoption at 3
4. RERC/Wellbeing - Equalities

## **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**

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