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# Holy Family Primary School



## Standards and Quality Report

## 2025/26

## 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 338 children on the school roll comprising of thirteen classes; we also have an extended day/year Early Years Centre. Many of the children who enter primary one have previously attended Holy Family EYC 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 19.04 Full Time Equivalent, includes a management structure of the head teacher, one depute, two staff who share the principal teacher role and a full time Nurture teacher. Two probationer teachers were also additional to the staff this year. Instrumental tutors for wind and violin instruments visit 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, support for learning assistants and a family learning assistant.

## Our Shared Vision, Values and Aims



Vision, Values and Aims.docx

Average attendance across all stages is 94.66%.

Our Scottish Index of Multiple Deprivation (SIMD) profile shows our school population includes families from a variety of socio-economic backgrounds. According to the Scottish Index of Multiple Deprivation, 39% of our pupils reside in areas described as deprived, while the majority (57%) reside in areas described as highly affluent. In order to address any poverty related attainment gaps, the school receives £34300 of pupil equity funding. 9% of our pupils are in receipt of a clothing grant.

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 the local Parish to engage in worship and celebrates the Sacraments with the pupils in Primary 4, Primary 7 and their families.

Pupils, parents and school staff participated in self-evaluation giving feedback to support the creation of this report. 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 and Teaching – Numeracy and Literacy | |
|---|---|
| NIF Priority<br>• Improvement in attainment, particularly in literacy and numeracy.<br>• Closing the attainment gap between the most and least disadvantaged children<br><br>NIF Driver<br>• curriculum and assessment<br>• school leadership<br>• teacher professionalism | HGIOS?4 QIs<br><br>QI 1.2 Leadership of Learning<br>QI 2.2 Curriculum<br><br>QI 2.3 Learning, Teaching & Assessment<br><br>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.

In September 2025, all teaching staff participated in West Partnership training focussed on the following areas; learning intentions, success criteria, effective questioning, effective feedback and differentiation. This was delivered online with staff gathered in collegiate groups to ensure professional dialogue. Feedback gathered on these activities has shown that almost all teachers found the inputs to be beneficial and relevant to classroom practice. Class observation by school leaders, as part of the Quality Assurance program, demonstrated that these skills were being incorporated in class teaching. This will be further strengthened in 2026/27 as Holy Family is undertaking 'Improving our School'.

Consistency across stages has been developed through the implementation of a standardised Numeracy wall for each class and collegiate support on 'walking the wall' at the start of lessons. All teaching staff visited partner schools to watch experienced staff demonstrate and explain the theory behind this resource. Quality assurance visits at the beginning and end of the year took place in every class. Staff confidence and pupil engagement increased between these visits and the walls are now an important teaching tool. Pupils focus groups commented that they liked the range of operations it displayed and that it was clear and 'there to help them'.

Further training was delivered by 'Count on Us' in November 2026 on the dedicated whiteboard that develops and supports numeracy strategies. All pupils in the school participated in a stage specific workshop led by the trainer. All staff then participated in a collegiate session exploring the theory and versatility of the resource. Boards for all pupils and staff were purchased and these are being used across the school, as evidenced in classroom visits. Pupil feedback is positive as the board allows them to make calculations using a variety of methods; 100 square, number grids, and number lines. Staff have also commented that the resource allows pupils to express their own mathematical thinking, while allowing staff to quickly assess learning through 'Assessment is for Learning' strategies. Almost all staff indicated that the training had increased their understanding of restorative approaches. Staff feedback also highlighted that the resources and strategies would be implemented across the school day.

8 Pupils from Primary, 7 participated in the Scottish Maths Challenge and pupils achieved a variety of awards. 2 Primary 7 teams entered into the St Ninian's High School Primary Maths quiz 2025, with all feeder schools participating. Both teams did exceptionally well and placed first and fourth. As part of Maths Week Scotland all classes participated in stage appropriate activities.

All teaching staff have analysed assessment data (both national and standardised) at class and stage levels, identifying areas of strength and areas for development. Class teachers developed actions plans based on the analysis of standardised assessment and discussion on areas that could be stronger. This

has supported attainment in numeracy that has remained high. Achievement of a Level (ACEL) data shows that attainment in Numeracy has remained high and is consistent with previous years. This takes into account additional enrolment of pupils throughout the year.

In Literacy, all staff engaged with East Dunbartonshire's 'Equity in Literacy' Framework. This tool is intended to support teachers and practitioners to identify the most appropriate interventions and approaches to raise attainment for all. All staff attended a 'launch event' where the tool was introduced and practical examples on how to use the resource were shared. Collegiate sessions for teachers focussed on looking at class data, identifying areas where specific pupils would benefit from interventions and implementing them. Monitoring progress was part of the school 'tracking and monitoring' process. Achievement of a Level (ACEL) data shows that attainment in Reading has increased across P1, 4 and 7 and Writing has increased in P1 and 4. This takes into account additional enrolment of pupils throughout the year. Overall attainment in Literacy has increased.

Next Steps;

- Further development of pedagogy through ongoing CLPL with West Partnership – 'Improving our School'
- Maintain development of teaching walls and standardisation of approaches across the school
- Maintain the use of the Equity Framework in Literacy

**School priority 2: The Circle Framework**

**CIRCLE (Child Inclusive Research Into Curriculum Education)**

| | |
|---|---|
| NIF Priority<br>• Placing the human rights and needs of every child and young person at the centre<br>• Improvement in children and young people's health and wellbeing<br><br>NIF Driver<br>• school improvement<br>• teacher professionalism | HGIOS?4 QIs<br><br>QI 1.1 Self evaluation for self improvement<br><br>QI 2.4 Personalised Support<br><br>QI 3.1 Wellbeing, equality & inclusion |

Progress and Impact:
The school has made good progress with this improvement priority and is well placed to continue the progress already made.

Holy Family Primary committed to the Circle framework to support our shared vision of inclusion – ensuring that all pupils can access learning, participate fully and feel a sense of belonging. Using the tools within the framework, the school was able to reflect on what we already do well and identify areas across the school where practice can be strengthened.

Through continued staff training, including in-service days and collegiate working, the key principles of the Circle framework were maintained, with a more specific focus on the Circle Participation Scale (CPS). All teaching staff identified pupils in each class to follow throughout the year and competed an initial CPS as a baseline. Staff then implemented strategies to increase participation for those pupils, and the class in general. Strategies included looking at the resources used, teaching methodology and pace of the learning. Follow up observations of pupil showed that some pupils had increased participation in some areas of the CPS. The Inclusion Committee continue to be involved in this process.

Staff also continued to reflect on the physical environment and these affect learning and engagement for all pupils. Staff contributed to discussion around inclusive practice and shared examples of routines already in place. Staff have worked collegiately to make classrooms more consistent across the school including; labelling, wall displays, teaching walls and standard messages for all. Staff have also worked together to produce standard resources for classes aiding consistency.

Consistency has also been part of the continued implementation of the Relationships Policy within the school and the pupil House system that is used to maintain pupil motivation. School staff were further supported through training by the link Educational Psychologist on 'Restorative Approaches' in August 2025. Training involved the history and key concepts that underpin restorative approaches, building an understanding of why we use them and increasing staff confidence in applying these approaches in practice. This has led staff to look beyond behaviour and to try and understand the needs of the pupil. Staff have also tried to be consistent in their approaches, both within the class and during less structured times such as break and lunch. Staff now use restorative conversations that gives; all pupils a voice, tries to rebuild trust that is broken and then provides closure, allowing all parties to move forward.

The impact so far;

- Consistency of classroom environment across classes and stages
- Greater consistency in resolving conflict
- Raised awareness of restorative strategies and how to implement them

Next Steps:

- Continued personalised support through analysis of the Circle Participation Scale (CPS)
- Use of CPS as a pre-cursor for Team Around the Child meetings.
- Continued support for children and young people using the Circle Framework and the Circle Inclusive Classroom Scale (CICS)

**School priority 3: UNCRC Gold and Laudato Si**

| | |
|---|---|
| NIF Priority<br>• Placing the human rights and needs of every child and young person at the centre<br>• Improvement in children and young people's health and wellbeing<br>NIF Driver<br>• school leadership<br>• parent / carer involvement and engagement<br>• teacher professionalism | HGIOS?4 Qis<br><br>QI 1.2 Leadership of Learning<br><br>QI 2.5 Family Learning<br><br>QI 3.1 Wellbeing, equality & inclusion |

Progress and Impact:
The school has made very good progress with this improvement priority and is well placed to continue the progress already made.

Through class curricular inputs, whole school assemblies and input from the UNCRC Committee, there are ongoing 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.
- Pupils are aware that some children around the world cannot access some of these rights.
- Pupils have a clear understanding of the role of duty bearers and rights holders.
- Pupils are aware that school allows them to enjoy a range of rights and that they can use to create a rights respecting environment.

School Committees meet regularly throughout the year and every pupil within the school is part of this process. Committees have organised whole school events, coordinated focus weeks and managed the charitable giving throughout the year. Committees also report at assemblies and via a dedicated 'committee wall' so that all pupils are aware of their impact and have linked the core UNCRC Articles that aligns with their focus. Committee Members noted that *"Being part of a Rights Respecting School feels like being part*

*of a team where everyone is wanting to achieve the same goal. The goal is to help all the children across the world and make everyone feel like they are part of a team too."* One also talked about the journey, stating *"It was good to watch the school at the start of the journey planning and aiming for awards and now we have achieved Silver. It felt good to know we are a strong Silver school and we hope to keep going and get the school to gold."*

Senior pupils have represented the school in the local authority 'My Voice, My Choice' forum. This has allowed pupils to apply their school based knowledge in a wider context, liaise with pupils from across the local area and report back to Holy Family pupils regarding wider issues. The achievement of the pupils involved was recognised when they achieved a Dynamic Youth Award. The 'ABCDE' of rights continues to be at the fore of school assemblies with most children showing good understanding. The pupils involved commented that *"I have really enjoyed being a pupil forum rep this year. I liked presenting at assembly and joining meetings. We have tried to use the information during our meetings to help raise awareness on mental health"* and *"I enjoyed being a pupil rep because I felt that I was making the school a better and happier place. I enjoyed showing the school our presentation and doing meetings because I got to talk to children from other schools."*

Article 2 that guarantees that all children under 18 have the right to enjoy all their rights without discrimination of any kind, has been supported throughout the year. In September 2025 Primary 5-7 pupils participated in workshops by 'Nil By Mouth' focussing on similarities, differences and challenging stereotypes.
In May 2026 all pupils participated in 'Show Racism the Red Card' workshops looking at racism and stereotypes. The workshops were age appropriate across the school and were interactive and fun, with topics covered including; unconscious bias, stereotyping, language and gatekeeping. A focus group of pupils had the following to say on the inputs;
*"It was sad to see how some people are treated", "we learned about conscious and unconscious bias and that we need to think more closely about what we say and do", "we were taught not to make fun of who people are or how they look", and "it (the lesson) was delivered creatively and made us think."*

These inputs were supplemented by staff awareness raising of suitable resources, stage appropriate standalone lessons, focussed topics for Black History Month and participation in the Show Racism the Red Card national art competition, with a P1 pupil coming 3rd in his category.

Holy Family continues to develop 'Laudato Si' as part of our RERC education in the school. Throughout the year the Faith Committee have focussed on recycling as a collective action that can have wide reaching implications for the planet. This Committee have looked at recycling within the school, the logistics of managing this and also the role of the local authority one materials are gathered. This has led to communication with outside agencies and requests for current systems to be changed. Global issues were addressed as part of Earth Day in April 2026 through class lessons and a whole school assembly. Pupils and staff were reminded of their responsibility to care for and protect our precious resources and habitats.

Impact:

- Pupils can talk about their rights and the rights of others. They are confident and participate in groups that have positive outcomes for pupils in the school through organised events.
- Pupils have an increased awareness of race, stereotyping and how we should treat each other within school and beyond.
- The community continues to live our Faith through the curriculum, taking on the messages of Laudato Si and exemplifying these.

Next Steps:

- Rights Respecting Schools Gold Award – continue the journey
- Develop pupil understanding of being a rights respecting Global Citizen
- Audit of racism education within the school leading to a shared understanding and a school charter.

## Progress in National Improvement Framework (NIF) 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 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 and the school continues to move to UNCRC Gold Status.
  Pupils continue to participate in school assemblies and their UNCRC group where they reinforce the rights and their connection to the Vision, Values and Aims of the school. The school is represented on the East Dunbartonshire 'My Voice, My Choice' group and both pupils achieved a Dynamic Youth Award.
  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 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 Group Transition sessions with Lifelink and been supported by the Nurture teacher who is LIAM trained (Let's Introduce Anxiety Management). Pupils and families benefit greatly from the Nurture. One of the pupils said *"Nurture makes me happy. I have enjoyed baking. I like the room. It is nice and quiet."* Parents have also praised the Nurture inputs, especially the support that both parents and pupils receive, noting that they have seen positive changes in school and at home. The school continues to discuss wellbeing and readiness to learn through 'Zones of Regulation' that is embedded across all stages. Children with ASN requirements are supported effectively. Further support for pupils has been accessed through the Whole Family Wellbeing Fund (WFWF). Pupils have accessed transition events, out of school clubs, outdoor education sessions and dedicated group support within the school. Pupil have commented that the WFWF experiences have been 'amazing', 'a lot of fun' and that they have helped them to develop new relationships and friendships for transition to S1.

  Comprehensive class transition and handover processes ensures that the needs of all pupils is 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. Those children who attend Holy Family EYC have also had the opportunity participate in current P1 learning events and have attended school events throughout the year.

  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 continue to be encouraged across the whole school.

  The school promotes participation in Bike-ability, EDC Dance-fest, athletics coaching /team events and local festivals. The school also has also participated in local quizzes and national art competitions, with individuals and teams achieving high placings.

  Primary 6 were trained by Active Schools on leading playground games. This involved 3 training sessions for P6 pupils and additional sessions where P6 led games for P1 pupils. A P6 pupil said "I really enjoyed the sessions and helping with the P1's". Another noted that it was good experience for when they are P7 "Buddies" for the new P1's in August 2026. Active schools facilitated dance sessions as part of the Nurture schools. The dance teacher supported children who were in need of some sensory inputs and created sessions which were focused on sensory and movement. A participant had this to say: *"I found the sensory dance to be really fun! It was good to see my friends*

*from other classes. I liked when we got to dance with the silk scarves. We were allowed to throw them in the air to watch them fall and catch them. I would love to do this again!"*

All classes have two hours of timetabled PE lessons throughout the week and utilise the indoor and outdoor space. Primary 5 have a block of swimming lessons. Primary 6 and 7 attend 'Wellbeing' days at the High School. Primary 7 also attended football events, East Dunbartonshire Dance-fest, the High School Netball Festival and the local rugby festival. Outdoor Learning, supported by the pupil Outdoor Learning Committee, takes place throughout the school year, with a focus week in May that coincides with Outdoor Classroom Day.

The school has worked closely with the Whole Family Wellbeing Fund to support pupils and families. This has included; transition groups for pupils moving to high school, pupils attending after school clubs, parental support and wellbeing sessions within the school for a wide age range. The Whole Family Wellbeing Fund has also provided access to outdoor education which has been utilised for a small number of pupils. Feedback from these sessions has been extremely positive as these are experiences that cannot be replicated in a school environment. Participating pupils did this as part of Dynamic Youth Award.

Primary 6 pupils participated in a residential trip to Lockerbie Manor and Primary 7 visited Edinburgh over 2 days to visit cultural and educational destinations. 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 is supported by the school Pupil Tracker where all relevant information is located in one document that follows the pupil through their time at Holy Family. 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. Pupils are supported through; Pupil Equity Fund, PTA fundraising, Parish support and charities such as Spirit Aid.

The Family Learning Assistant (FLA) meets regularly with the SLT and shares support being offered/sought by families. The FLA signposts parents to available support services 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. Through her role in Nurture, the FLA has developed excellent, supportive relationships with families and is aware of their individual needs.

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

Almost all 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 12% and 14% in Numeracy. We now have comparator data to track

cohorts of learners across Curriculum for Excellence levels, year on year and over time. 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.

## Achievement of Curriculum for Excellence (ACEL) data

| ACEL data at the end of June 20265 | | | | |
|---|---|---|---|---|
| | 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 | almost all | almost all | almost all | almost all |
| Second level by end of P7 | almost all | almost all | almost all | almost all |

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

The PEF allocation for 2025/26 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.

Funding was used to enhance the ICT provision within the school. Pupils were key to sourcing the most beneficial hardware for the school and explaining how this will be used in their learning. A class set of laptops and a class set of i-Pads were purchased, along with the necessary storage. Due to global issues the delivery has been delayed and these should be in place for the start of the 2026 session.

Identified pupils have received additional support from Education Support Teachers (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 EST teachers 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, standardised 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 almost all pupils; Pupils had this to say:

- “I enjoy reading different books because they help me learn new words. I like listening to the stories in Rainbow Readers.”
- “I like the small group and we help each other. And I can ask for help easily”
- “I am much better at my reading ……..I’m reading a book at home”

Numeracy has focussed on number processes and areas identified through liaison with class teachers and assessments. A group of children who had not achieved early level at the start of Primary 2 have progressed to First Level.

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

- “When we work together, I can ask questions quickly and they are answered, this helps me when I am doing hard calculations that I don’t understand”
- “I have got better at maths and I know what to do. You (the teacher) are really good at helping”
- “I think it is good for my learning. I am really quick at maths now. It really helps me”

## 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 2027/27

- Improving Our School (West Partnership)
- Racism and Pupil Wellbeing

## 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 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.