

# Holy Family Primary School and Early Learning and Childcare Setting



## PROGRESS REPORT FOR SESSION 2023/24

(Standards & Quality Report)

1 Linlithgow Road

Winchburgh

EH52 6UE

## ABOUT OUR SCHOOL

Holy Family RC Primary School is a denominational primary school serving the communities of Winchburgh and Newton in West Lothian. The village of Winchburgh is currently experiencing a period of rapid growth due to the development of new residential and commercial areas. In August 2022, the school moved into a state-of-the-art new building and opened a new Early Learning and Childcare setting (ELC).

For session 2023-2024, the school roll increased from 148 to 177 children and the ELC role increased to 38 children. The school moved from seven classes to eight classes within a class structure of: P1, P1/2, P2, P3, P4, P4/5, P6 and P7. The school was staffed by a Head Teacher appointed in 2015, a Principal Teacher appointed in August 2022, 6 full-time teachers, three part-time teachers, two probationer teachers, a PE specialist for two days a week, three full time Pupil Support Workers, three part-time Pupil Support Workers and one part-time Administrative Assistant.

Holy Family continues to offer pupils a wide range of learning experiences. We manage improvement through the implementation of the school improvement plan. We have high expectations for our learners and we work continuously with families to benefit our children.

The school is an integral part of the local community both educationally and socially. There are strong and effective links to St. Philomena's Parish in Winchburgh. School staff work in partnership with the Parish Priest who also looks after the parish of St. John Cantius and St. Nicholas in Broxburn.

In August 2023, the school became part of Sinclair Academy Cluster along with St. Nicholas Primary in Broxburn and St. Joseph' Primary in Linlithgow. Effective partnership working with the cluster, families and the school community is key to making sure our children are safe and their wellbeing and learning can flourish.

Holy Family Primary and ELC are set in an educational community including Winchburgh Academy (opened August 2022) and Sinclair Academy (opening in August 2023). The school works in partnership with all of the schools in Winchburgh.

## IMPROVEMENT PRIORITIES

Our improvement priorities are always based on the national priorities in the National Improvement Framework (NIF). Below we have indicated what progress we made with these priorities in Session 2023/24, what the impact has been and what our next steps will be to continue to address these priorities in session 2024/25.

We have also shown which NIF driver for improvement we used – you can find out more about the National Improvement Framework and drivers at:

<https://www.gov.scot/publications/achieving-excellence-equity-2022-national-improvement-framework-improvement-plan/documents/>

We have also evaluated our overall provision using quality indicators (QIs) in How Good is our School 4 (HGIOS4), and How Good is Our Early learning and Childcare? (HGIOELC) and How Good is OUR School? (HGIOURS) which is a key aspect of the Scottish approach to self-evaluation and school improvement.

PRIORITY	HOW DID WE DO?
<p>1.</p> <p>To raise attainment, especially in literacy and numeracy</p> <p>Measurable outcome: To raise attainment in Reading and Writing</p> <p>NIF Driver(s):</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> School and ELC Improvement.</li> <li><input checked="" type="checkbox"/> School and ELC Leadership</li> <li><input checked="" type="checkbox"/> Teacher and Practitioner Professionalism</li> <li><input checked="" type="checkbox"/> Parental Engagement</li> <li><input checked="" type="checkbox"/> Curriculum and Assessment</li> <li><input checked="" type="checkbox"/> Performance Information</li> </ul> <p>UNCRC Articles: 3, 12, 13, 28, 29</p>	<p>We have made good progress. What did we do?</p> <ul style="list-style-type: none"> <li>• We embedded our approaches to establishing a baseline in attainment for all pupils, especially those who are new to the school.</li> <li>• Baseline data supported next steps for all learners, especially new pupils.</li> <li>• We worked with the Learning Zoo to take part in staff training in Reflective Reading strategies.</li> <li>• Staff implemented strategies in their classes and gathered feedback from learners.</li> <li>• Learners reported that Reading Task Maps provided them with a choice of activity to develop their understanding of the text.</li> <li>• Children with Dyslexia reported that Reflective Reading approaches made them feel included as they provide a range of ways to respond to the text.</li> <li>• We worked with the Literacy Development Team to develop staff understanding of linking the assessment process to the writing process to drive improvement.</li> <li>• We targeted cluster collaboration time to moderate Information Writing</li> <li>• We increased the number of Writing opportunities each week</li> <li>• In Numeracy, we continued to implement short, multi-concept lessons to support learners to sustain and improve their understanding of a range of numerical and mathematical concepts.</li> </ul> <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> <li>• Most of our learners are on track for their level in Reading</li> <li>• Across the school, attainment in Reading increased by 0.7%.</li> <li>• Most of our learners are on track for their level in Writing.</li> <li>• Across the school, attainment in Writing increased by 4.8%.</li> <li>• Most of our learners are on track for their level in Numeracy.</li> <li>• Across the school, attainment in Numeracy increased by 3.5%.</li> </ul> <p>Next steps:</p> <ul style="list-style-type: none"> <li>• Embed Reflective Reading approaches.</li> <li>• Continue to build up opportunities for Writing.</li> <li>• Introduce the Building Thinking Classrooms in Maths approach.</li> <li>• Build up opportunities for parents and carers to support their children's learning in Literacy and Numeracy.</li> <li>• Build up a group of volunteers who can support children's learning.</li> </ul>
<p>ELC</p> <p>UNCRC Articles: 3, 12, 13, 28, 29</p>	<p>What did we do?</p> <ul style="list-style-type: none"> <li>• Practitioners worked with young learners to explore rhyme and syllables in spoken and written texts.</li> <li>• Young learners have been exposed to increased environmental print</li> <li>• Young learners have opportunities to share texts with their families through Big Bedtime Reads and Book Bug sessions.</li> <li>• Young learners have opportunities to build up their listening and talking skills through play.</li> </ul>

<p>2.</p> <p>To close the attainment gap between the most and least disadvantaged children</p> <p>Measurable outcome: To raise attainment in Reading and Writing a First Level</p> <p>NIF Driver(s):</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/>School and ELC Improvement.</li> <li><input checked="" type="checkbox"/>School and ELC Leadership</li> <li><input checked="" type="checkbox"/>Teacher and Practitioner Professionalism</li> <li><input checked="" type="checkbox"/>Parental Engagement</li> <li><input checked="" type="checkbox"/>Curriculum and Assessment</li> <li><input checked="" type="checkbox"/>Performance Information</li> </ul> <p>UNCRC Articles: 3, 12, 13, 28, 29</p>	<p>We have made good progress.</p> <p>The school was awarded £23,000 of Pupil Equity Funding (PEF). Seven priorities were planned. Five priorities were completed and 2 have been carried forward.</p> <p>The PEF planning tool was used effectively to identify gaps for learners impacted by poverty, to plan and design interventions to support them and to gather evidence of the impact on their learning.</p> <p>What did we do?</p> <ul style="list-style-type: none"> <li>• We supported a group of learners at First Level to improve Reading through increased opportunities to read and analyse text supported by a PEF funded teacher.</li> <li>• Attainment in Reading increased by 55.5% in the target group.</li> <li>• We supported a group of learners at First Level to improve Writing through increased opportunities to write in a range of genres supported by precision teaching by the class teacher and PEF funded teacher.</li> <li>• Attainment in Writing increased by 44.4% in the target group.</li> <li>• We supported our learners to improve their wellbeing through a focus on developing their Health through increased precision teaching in PE.</li> <li>• Learners self-reporting as green for Healthy has increased by 6.4%. Almost all of our learners self-report as green for Healthy.</li> </ul> <p>Next steps:</p> <ul style="list-style-type: none"> <li>• All learners with a Free School Meal entitlement or a Clothing Grant will have an individualised support plan</li> <li>• All learners with a Free School Meal entitlement or a Clothing Grant will be supported to attend a school club</li> <li>• Additional teaching support will provide precision teaching for all FSM and CG learners to ensure they are on track for their level where possible.</li> <li>• Build up parent / carer understanding of the impact of PEF.</li> </ul>
<p>ELC</p> <p>UNCRC Articles: 3, 12, 13, 28, 29</p>	<p>What did we do?</p> <ul style="list-style-type: none"> <li>• Staff in the ELC used West Lothian tracking tools to build a picture of each child's strengths and learning needs.</li> <li>• The Support for Learning team worked with families using the GIRFEC Child's Planning approach</li> <li>• Staff in the ELC had training in strategies to support children who experience additional needs.</li> <li>• Strong connections between ELC staff and families are supporting parents and carers to trust the staff and ask them for advice.</li> </ul>

<p>3.</p> <p>To improve children and young people’s health &amp; wellbeing</p> <p><b>Measurable outcome:</b> All learners will be supported to know their emotions and know how to manage their emotions.</p> <p>All staff will understand the impact of trauma and know how to support young people who are affected by trauma.</p> <p><b>NIF Driver(s):</b></p> <p><input checked="" type="checkbox"/>School and ELC Improvement.  <input checked="" type="checkbox"/>School and ELC Leadership  <input checked="" type="checkbox"/>Teacher and Practitioner Professionalism  <input type="checkbox"/>Parental Engagement  <input checked="" type="checkbox"/>Curriculum and Assessment  <input checked="" type="checkbox"/>Performance Information</p> <p>UNCRC Articles: 3, 4, 12, 13, 15, 16 17, 19, 23, 24, 27, 31, 36, 37 &amp; 39</p>	<p>We have made good progress. What did we do?</p> <ul style="list-style-type: none"> <li>• Our PE teacher worked with all classes to provide high quality precision teaching with a focus on health and fitness.</li> <li>• All learners in P1 – P7 took part in learning about emotions through the Emotionworks programme.</li> <li>• Most children can talk about their emotions, sensations, triggers and behaviours caused by emotions and strategies to use to regulate. This work dovetails with work on Zones of Regulation.</li> <li>• Pupil Support Workers have taken part in training provided by the Inclusion and Support Service to develop their understanding of therapeutic interventions to support young learners to self-regulate.</li> <li>• All staff completed training in Trauma Informed Practice Level 1.</li> <li>• Almost all staff completed training in Trauma Informed Practice Level 2.</li> <li>• Staff linked with Linlithgow Xcite to run canoeing and outdoor learning experiences for all Primary 6 children.</li> <li>• Staff linked with Lockerbie Adventure to run residential outdoor learning for almost all Primary 7 children.</li> <li>• Three staff completed lifeguard training in order to support the introduction of swimming lessons next session.</li> </ul> <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> <li>• Almost all learners self-report as green for Healthy. This is an increase of 6.44% on data from Track 4 in 2022 – 2023.</li> <li>• Most children can use the language of Emotionworks.</li> <li>• Track 4 wellbeing data highlighted the need to improve how respected and included the children feel.</li> </ul> <p>Next Steps:</p> <ul style="list-style-type: none"> <li>• Build up parents / carer understanding of wellbeing indicators.</li> <li>• Build up opportunities for outdoor learning.</li> <li>• Build up partnership working with Winchburgh Growers group.</li> <li>• Introduce swimming lessons for P5, P6 and P7.</li> <li>• Embed Emotionworks and Zones of Regulation approaches.</li> </ul>
<p><b>ELC</b></p> <p>UNCRC Articles: 3, 4, 12, 13, 15, 16 17, 19, 23, 24, 27, 31, 36, 37 &amp; 39</p>	<p>What did we do?</p> <ul style="list-style-type: none"> <li>• ELC staff worked with young learners to build up their understanding of the Wellbeing Indicators and the language of wellbeing through stories and play.</li> <li>• ELC staff worked with families to help them become more familiar with Wellbeing Indicators.</li> <li>• ELC staff supported young learners to shop for and prepare healthy snacks.</li> </ul>

<p>4.</p> <p>To improve employability skills, and sustained, positive school-leaver destinations for all young people</p> <p>Measurable outcome: Young people will be able to use PBL approaches to lead their learning and develop 21<sup>st</sup> Century Skills.</p> <p>NIF Driver(s):</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/>School and ELC Improvement.</li> <li><input checked="" type="checkbox"/>School and ELC Leadership</li> <li><input checked="" type="checkbox"/>Teacher and Practitioner Professionalism</li> <li><input checked="" type="checkbox"/>Parental Engagement</li> <li><input checked="" type="checkbox"/>Curriculum and Assessment</li> <li><input checked="" type="checkbox"/>Performance Information</li> </ul> <p>UNCRC Articles: 3, 12, 13, 28, 29</p>	<p>We have made some progress. What did we do?</p> <ul style="list-style-type: none"> <li>• We started the process of professional learning to explore the impact of project based learning and agile learning. Our efforts were affected by difficulties securing training from an external source.</li> <li>• Primary 7 worked on Leadership Skills by exploring how to manage themselves, how to manage other people and how to manage a task.</li> <li>• Primary 6 and Primary 7 had opportunities to face challenges and be courageous through planned programmes of outdoor education.</li> <li>• Primary 7 build on their confidence and independence through taking part in residential outdoor education.</li> <li>• Parents and carers had opportunities to join share in the children’s interdisciplinary learning.</li> </ul> <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> <li>• There is a need to continue work on Agile Learning and look for alternative ways to engage in professional learning.</li> <li>• The culture and ethos of the school is well placed to support family engagement and involvement in the children’s learning.</li> </ul> <p>Next steps:</p> <ul style="list-style-type: none"> <li>• Continue to build staff training and confidence to engage learners in project design.</li> <li>• Continue to support children by building up agency and autonomy in their learning.</li> <li>• Work with parents and carers to explore ways for the them to use their skills and expertise to develop the children’s learning.</li> </ul>
<p>ELC</p> <p>UNCRC Articles: 3, 12, 13, 28, 29</p>	<p>What did we do?</p> <ul style="list-style-type: none"> <li>• ELC staff worked with young learners to enhance their understanding of employability skills by supporting and expanding play opportunities.</li> <li>• ELC staff used opportunities for outdoor learning to support young learners to learn to plant and grow food crops and flowers.</li> </ul>

<p>Developing in Faith</p> <p>Theme: Serving the Common Good</p> <p>A commitment to communicate Catholic social teaching and thereby to promote social justice and opportunity for all</p> <p>UNCRC Articles: 29 and 30</p>	<p>We have made very good progress. What did we do?</p> <ul style="list-style-type: none"> <li>• Our vision, values and aims are reflective of Catholic Social Teaching</li> <li>• Our RE curriculum is reflective of Catholic Social Teaching</li> <li>• There is a coherent, planned framework connecting education, prayer and charitable works</li> <li>• Links with Minnie Vinnie, SCIAF, Mary's Meals and Bethany Christian Trust deepen understanding of faith in action and enrich the RE curriculum</li> <li>• Guest speakers from SCIAF, Mary's Meals and Bethany Christian Trust build an awareness of charitable organisations</li> <li>• Pupil groups reflect Catholic values</li> <li>• Pupil leadership opportunities build awareness of faith in action</li> <li>• Charitable work during Lent and Advent promote faith in action</li> <li>• Prayer is incorporated into times when we are gathered together, at meetings, groups and assemblies</li> <li>• Assemblies highlight current social issues and Catholic responses</li> <li>• Pope Francis activities are inspired by the Gospel</li> <li>• Relationships with school in the local area build an understanding of 'Love thy neighbour'</li> </ul> <p>Next steps:</p> <ul style="list-style-type: none"> <li>• Develop links with schools in other countries to promote global citizenship</li> </ul>
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### Attendance and exclusion

We track and monitor attendance regularly and work in partnership with the AIMS Team to promote attendance. In session 2023 – 2024, overall attendance for Holy Family was 91.34%, which was slightly below the West Lothian target of 92.21% but higher than attendance in session 2022 - 2023. There were no exclusions in session 2023 – 2024.

### Engagement with school community

At Holy Family, our learners contribute to the School Improvement process through Vertical Voice activities. This session, we used How Good is OUR school? Theme 2 – Our Learning and Teaching to identify strengths and improvements in their learning experiences. We work with our parents and carers to evaluate our strengths and areas from improvement using digital tools to expand the reach of this evaluative work. Our staff continuously monitor the effectiveness of learning through Excellence and Equity discussions, analysis of attainment data and professional dialogue. We gather feedback from our partners through discussion and digital questionnaires. Data from all elements of our school community contributes to the Standards and Quality Report and the School and ELC Improvement Plans.

## Our Wider Achievements this year:

- We celebrated 120 years of Holy Family Primary
- We welcomed new children and their families to our school community
- We welcomed new staff to our school community
- We welcomed families into school for Tea Together Time and Sharing the Learning events
- We worked with parents and carers to run the Christmas Fair and Summer Fair
- We worked with parents and carers to run a Quiz Night
- Our ELC welcomed families in for Book Bug sessions
- Our ELC welcomed families in for Stay and Play session
- Our P3 children celebrated Reconciliation
- Our P4 children celebrated First Holy Communion
- Our P7 children celebrated Confirmation
- Primary 6 took part in our non-residential outdoor education programme
- Primary 7 took part in our residential outdoor education programme
- P4 – P7 worked together to take forward our awards work
- Primary 6 took part in the Euro Quiz
- Our children presented a Nativity Play and Christmas Show
- Our Drama group presented 'A Hint of Snow White'
- We supported Macmillan Cancer Care through our Macmillan Coffee Morning
- We supported Save the Children through Christmas Jumper Day
- We supported Bethany Christian Trust through Primary 4's project work
- We supported Mary's Meals through our Dress Down Day and Tea Together Time
- Primary 6 and Primary 7 took part in Bikeability training Level 1
- Primary 7 took part in Bikeability training Level 2
- Two staff trained to deliver Bikeability
- Three staff trained to be poolside lifeguards to support swimming lessons
- Staff updated their Emergency First Aid at Work training.
- Primary 1/2 worked with West Lothian Council Museum team to learn about toys
- Children took part in instrumental learning
- P6 took part in the UK MT maths challenge
- We hosted families for a Scotland Showcase
- We hosted families for Tea Together Time
- We hosted the parish community for mass
- We provided families with free tickets to attend Livingston Football Club games
- We introduced the Disney Playmakers football club
- We introduced Trading Tuesday for children who collect Pokemon cards
- We introduced Lego club
- We ran the chess club for P4 – P7
- We introduced the knitting club
- Sports Leaders ran the lunchtime football club
- One of our pupils won the Sainsbury Bag design competition
- Minnie Vinnies helped at the parish Fish Tea
- We had a successful Validated Self Evaluation (VSE) lead by our Link Officer
- We supported our children to access trips to New Lanark, Deep Sea World and Almond Valley Heritage Centre
- Primary 4 worked with The Royal Society to take part in the Young People's Book Prize



How good is our school? The quality indicators\* evidence that:

1.3 Leadership of Change	Good
2.3 Learning, teaching and assessment	Good
3.1 Ensuring wellbeing, equality and inclusion	Good
3.2 Raising attainment and achievement	Good

How good is our Early Learning and Childcare? The quality indicators\* evidence that:

1.3 Leadership of change	Good
2.3 Learning, teaching and assessment	Good
3.1 Ensuring wellbeing, equality and inclusion	Good
3.2 Securing children's progress	Good

\*(Indicators used in How good is our School? 4<sup>th</sup> Edition, Education Scotland 2015 and How Good is Our Early Learning and Childcare? 2016)