

Holy Family Primary School and Early Learning and Childcare Setting



PROGRESS REPORT FOR SESSION 2022/23

(Standards & Quality Report)

1 Linlithgow Road
Winchburgh
EH52 6FY

ABOUT OUR SCHOOL

Holy Family RC Primary School is a denominational primary school serving the communities of Winchburgh and Newton in West Lothian and Kirkliston in Edinburgh. 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 2022-2023, the school roll increased from 103 to 148 children and the ELC role grew to 31 children. The school moved from having five classes to seven classes within a class structure of: P1, P1/2, P3, P4, P5, P6 and P7. The school was staffed by a Head Teacher appointed in 2015, a Principal Teacher appointed in August 2022, 4 full-time teachers, three part-time teachers, two probationer teachers, a PE specialist for two days a week, three full time Pupil Support Workers, two part-time Pupil Support Workers and one part-time Administrative Assistant.

Holy Family continues to offer pupils a wide range of learning experiences and to 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.

Our 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.

Strong links exist with St. Margaret's Academy and our cluster of associated primary schools, our Parent Council and our partner agencies. Effective partnership working 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. From August 2023, Holy Family will move to create Sinclair Academy Cluster along with St. Nicholas Primary in Broxburn and St. Joseph's Primary in Linlithgow.

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 2019/20, what the impact has been and what our next steps will be to continue to address these priorities in session 2020/21.

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) 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>Almost all children will show progress in attainment in literacy and numeracy as a result of planned programmes and interventions.</p> <p>UNCRC Article 13 / 28 / 29</p> <p>NIF Drivers:</p> <ul style="list-style-type: none"> <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 checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information 	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • We worked with our Literacy Lead and with the Cluster Literacy Development Post holder (Pamela Amattler) to review provision in Reading and identify strategies and resources necessary to support progress in reading at Early level. Resources were purchased and added to the school's reading progression pathway. • We participated in staff training in reading development skills to support teacher confidence and approaches. • Staff started work on a reading toolkit to ensure consistency of approach across all stages. This work will continue next session. • We achieved the Silver Reading Schools Award. • We worked with the Cluster Literacy Development Post holder to analyse benchmarking data for writing across Early, First and Second levels. Analysis identified elements of writing that need to be a priority for individual children and for classes. • Staff worked collaboratively to create a writing toolkit to support consistency in approaches across all stages. • Staff used the Maths Assessment for Learning and Teaching (MALT) materials to gather and analyse attainment data in Numeracy and Maths. This assessment was first used in 2022 so, this year, we analysed comparative data from last year to explore the progress of individual learners as well as year group performance. Concepts requiring additional attention were highlighted through the moderation process and forward planning was adapted to meet this need. • Analysis of MALT data and Teacher Professional Judgement data in 2022 highlighted the need for frequent, multi-concept learning in order to strengthen the children's neuropathways and recall of Numeracy and Maths. Staff took part in a training session to explore this approach before implementing it in their classes. Feedback from staff and children shows that the multi-concept lessons are supporting the children to create a firmer foundation in Numeracy and Maths learning. <p>Evidence Indicates that:</p> <ul style="list-style-type: none"> • Most of our learners are on track for Reading. • The majority of learners are on track for Writing. • Most of our learners are on track for Listening and Talking. • Most of our learners are on track for Numeracy. • Most of our learners are on track for Mathematics. <p>Our priorities for next year will be:</p> <ul style="list-style-type: none"> • To embed the use of multi-concept lessons in numeracy and maths. • To embed the Writing toolkit and complete work on the Reading toolkit. • To build up opportunities for free writing • To develop opportunities for learners to read at home through the Big Bedtime Read, Library Time and enhanced access to online materials • To interrogate data for Talking and Listening and explore approaches to support learners • To explore the use of Oral Narrative in N5, P1 and P2 • To embed the use of Wordboost for vocabulary building • To build up resources and approaches to engage 2 year olds with literacy and numeracy concepts
<p>ELC</p>	<p>What did we do?</p> <ul style="list-style-type: none"> • Staff started to support learners to extend their vocabulary through the implementation of Wordboost. This will continue next session. • Children had regular opportunities to explore key concepts in numeracy and maths through play using appropriate practical materials. • Opportunities for learning in literacy and numeracy were created through outdoor play. • Parents and carers were supported to engage in reading activities through participation in regular Book Bug sessions.

<p>2.</p> <p>To close the attainment gap between the most and least disadvantaged children</p> <p>Almost all children in Quintile 2 and Quintile 4 will improve to become on track with learning.</p> <p>UNCRC Article 26 / 27 / 28 / 29</p> <p>NIF Drivers:</p> <ul style="list-style-type: none"> <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 checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information 	<p>We have made good progress.</p> <p>During session 2022 – 2023, the school and ELC went through a period of rapid growth. We welcomed 45 new children to the school and 31 children to the newly created ELC.</p> <p>As a result of rapid growth, our original plans for Closing the Gap had to be agile. Care and support plans had to be adapted to meet an increasing demand and this had an impact on what we were able to deliver across the session.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • Our Support for Learning team worked with parents and carers to evaluate the needs of children in the school and ELC through the GIRFEC Child’s Planning approach. • Our Support for Learning team worked with partner agencies to create supports around children with high levels of need. • The Inclusion and Wellbeing team supported our learners to attend school. • Individualised Educational Plans are in place to support learners. • Additional funding and PEF funding were used to provide P1-P3 with four days of extra teaching support. • Two additional Pupil Support Workers were employed to build up the level of support available. • The number of volunteers working in school increased to provide additional adult support for learners. • Regular attainment and wellbeing reviews identified children who need support and identified their next steps. • Benchmarking was used across all classes to identify needs and plan support interventions. • The cost of the school day has been monitored continually and funding was used to remove the cost of excursions and ensure all children could access activities. <p>Evidence Indicates that:</p> <ul style="list-style-type: none"> • There are significant levels of need across the school including children with Autism, ADHD, Dyslexia or Dyscalculia. • Robust data from benchmarking and observations has resulted in an increased number of children being referred to partner agencies for assessment and support. • Staff allocated to support learners who are not on track, had to be re-deployed to support children with additional needs. • Appropriate financial support is available to ensure all children have access to school uniform and school excursions. <p>Our priorities for next year will be:</p> <ul style="list-style-type: none"> • To continue to work with new children and families to identify and plan for additional needs. • To target children at Early level who need support to develop Listening and Talking skills. • To target support on children who experience difficulty with Reading at First Level. • To target support on children who experience difficulty with Writing at First and Second Level. • To continue to support learners for whom attendance is a challenge. • To continue to support parents and carers to engage in their children’s learning.
<p>ELC</p>	<p>What did we do?</p> <ul style="list-style-type: none"> • Staff in the ELC used profiling tools to build a picture of each child’s strengths and learning needs. • The Support for Learning team worked with families using the GIRFEC Child’s Planning approach • Staff in the ELC had training in strategies to support children who experience behavioural challenges. • Strong connections between ELC staff and families are supporting parents and carers to trust the staff and ask them for advice. • Effective partnership working with the Health Visitor and Speech and Language Therapist is enabling parents and carers to access support.

<p>3.</p> <p>To improve children and young people's health & wellbeing</p> <p>All children will benefit from support to enhance their wellbeing with a particular focus on Healthy and Respected.</p> <p>All staff will benefit from opportunities to improve their wellbeing.</p> <p>UNCRC Article 3 / 12 / 17 / 27 / 28 / 31</p> <p>NIF Drivers:</p> <p><input type="checkbox"/> School and ELC Improvement.</p> <p><input checked="" type="checkbox"/> School and ELC Leadership</p> <p><input checked="" type="checkbox"/> Teacher and Practitioner Professionalism</p> <p><input checked="" type="checkbox"/> Parental Engagement</p> <p><input checked="" type="checkbox"/> Curriculum and Assessment</p> <p><input checked="" type="checkbox"/> Performance Information</p>	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • PEF was used to provide an additional day of PE in school in order to build up the children's fitness skills. • The children have access to a range of sports clubs to increase skills and fitness. These include dance, badminton and multi-sports clubs. • Staff completed training in warm up and skills games. • Staff and children regularly access Winchburgh Park Run which is supported by the school. Staff also have access to the fitness suite at The Wellbeing Hub. • Staff have access to a badminton club and walking group as well as time in the pool and wild swimming. • Children have had a taster session for Tae Kwon Do. • Children have had a taster session for American Football. • All classes have had access to cooking using the facilities in the Creative Lab. • Primary 3 – Primary 7 took part in sports festivals including football, basketball, handball, cross country running and athletics. • Primary 6 children have taken part in canoeing. • Primary 7 children completed Bikeability Stage 1 • Provision for Outdoor learning has been enhanced through access to Auldcathie Park and the woods. • Primary 6 took part in a full day of Outdoor Education in the area around the school. • All Outdoor Education materials have been stored so that they are easily accessible and portable. • Staff completed Inner Wings training and implemented the approach across P4 – P7. • Staff completed Emotionworks training, ready to implement this approach next session. • Staff completed Zones of Regulation training and implemented this approach in class and with individual learners. • Primary 6 and Primary 7 took part in the SHINE questionnaire. Their data is identifying areas of focus for next session. • Drawing and Talking was introduced to support a group of learners. <p>Evidence Indicates that:</p> <ul style="list-style-type: none"> • Wellbeing data demonstrates that over 90% of learners feel that they are Safe, Achieving, Nurtured and Active. • Data from beep testing and fitness circuits show increased pace and fitness across all stages from P1 to P7. • Park Run data shows improved running times for participating staff and children. • Staff report increased access to sport and fitness activities. <p>Our priorities for next year will be:</p> <ul style="list-style-type: none"> • To link with Winchburgh Growers Group to develop crop planting in the school garden. • To link with Xcite to train staff to be Life Guards and support swim sessions. • To link with Xcite to access the pool for swim sessions • To link with Xcite to access canoeing in Winchburgh Marina • To build pupil fitness through a cycling club • To build pupil fitness through a netball club • To build pupil fitness through partnership with Celtic Women's Football Club • To increase access to cooking through partnership with local chefs • To implement Emotionworks approaches across the ELC and school • To build up the language of wellbeing in the ELC
<p>ELC</p>	<p>What did we do?</p> <ul style="list-style-type: none"> • All children were supported to manage transition from home and from other settings as they moved to our ELC. • All children in the ELC have regular access to the gym hall to provide opportunities to develop fitness skills as well as fine and gross motor skills. • All children have access to healthy snacks every day. • Staff are supporting children to use the Colour Monster character to self-report on their wellbeing • Most children are using knitted Wellbeing toys to prompt discussion about their feelings • Staff supported risky play experiences through their development of the outdoor play space • All children are making use of the outdoor play area every day.

<p>4.</p> <p>To improve employability skills, and sustained, positive school-leaver destinations for all young people</p> <p>All children in P4 – P7 will have an improved understanding of skills for life and work including:</p> <ul style="list-style-type: none"> • Digital Skills • Sustainable living • STEM approaches • Outdoor learning <p>All children will opportunities to develop languages skills.</p> <p>UNCRC Article 3 / 12 / 13 / 17 / 24 / 28 / 29</p> <p>NIF Drivers:</p> <ul style="list-style-type: none"> <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 checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information 	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • We moved the school while working within the UN Sustainable Development goals. Items that were not needed by the school were given to other schools and support organisations. Over 200 boxes used for moving were recycled to families and groups in the local community. • We worked in partnership with the Fire Service, Community Police, Specsavers, a Nurse, a Dental Technician and Father John to provide opportunities for our younger learners to find out about the World of Work. • We improved access to digital tools to support learning and made progress towards the Digital Schools Award • Coding and programming skills were introduced across P4 – P7 using microbits and Sphero • We started the Eco-schools group and will continue this work next session. • UN Rights of the Child are central to the work of the school. We submitted our application for the Silver RRS award • We hosted the Gaelic family learning event in school. <p>Evidence Indicates that:</p> <ul style="list-style-type: none"> • Staff are more confident in approaches to developing employability skills in the new school environment • The school space provides enhanced opportunities for working outwith the class setting • Staff are aware of the 21st Century skills and are ready to learn how to use Agile Learning approaches and Project Based Learning to support children to lead their learning <p>Our priorities for next year will be:</p> <ul style="list-style-type: none"> • To complete Eco-Schools Stage 1 • To complete Digital Skills Stage 1 • To implement Agile Learning and Project Based Learning approaches to support children to lead their learning • To create projects to inspire learners and provide enhanced opportunities for sharing learning with families • To link with families to support learning about the World of Work • To link with local businesses to support learning about the World of Work
<p>ELC</p>	<p>What did we do?</p> <ul style="list-style-type: none"> • Staff used stories to introduce the World of Work with learners • Staff used play materials as provocations to explore the World of Work • Children had access to the Fire Service to experience the World of Work • Children were supported to use Beebots to introduce programming skills

<p>Developing in Faith</p> <p>Theme</p> <p><i>Honouring Jesus Christ as the Way, the Truth and the Life</i></p> <p>All children's learning will be enhanced by participating in opportunities for spiritual formation of our school community through the development of each person's unique God-given talents, uplifting moral teaching, faith tradition and the sacramental life of the church.</p> <p>UNCRC Article 14 / 30</p>	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • Pupils have opportunities to access the Sacraments, prayer and a range of Liturgical experiences • All classes have a sacred space that is accessible for learners • Pupils have opportunities to discuss personal and spiritual development with staff • Staff are responsible role models for the formation of faith and Gospel values • There are opportunities for positive extra-curricular activities to support the development of good habits and virtues through fundraising • GIRFEC approaches are in place in school to provide holistic/nurturing approaches to pupil development and ensure the needs of all are met • There are a wide range of extra-curricular activities • Celebrating success and personal achievements are integral to the approaches in place in school • The Pope Francis Award is promoted in school • Pupils have opportunities for leadership through Vertical Voice activities, buddying, mentoring and Awards groups. • Effective transition programmes support learners as they move through the ELC into school and from P7 to S1. Transition between classes is supported. • Staff review RE programmes and resources in line with This Is Our Faith, God's Loving Plan and Sacramental Preparation • Assemblies are used to honour the Saints and to celebrate of feast days • Staff training in prayer and ensures there is access to appropriate materials to support and enhance prayer • There are strong links with the parish and wider Catholic community. This supports collaborative planning with the school Chaplain, ensures our children attend Mass with the parish, promotes parish events and creates a robust annual Liturgical calendar. <p>Our priorities for next year will be:</p> <ul style="list-style-type: none"> • To ensure all P6 and P7 children have access to the Pope Francis Faith Award • To work in partnership with Sinclair Academy and St. Nicholas' Primary to create the liturgical calendar • To explore ways to develop the children's understanding of vocations • To introduce Minnie Vinnie's to enhance links to community groups
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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 2022 – 2023, overall attendance for Holy Family was 90.92%, which was slightly below the West Lothian target of 92.21% but higher than attendance in session 2021 - 2022.

There were no exclusions in session 2022 – 2023.

Our Wider Achievements this year have been:

- We moved out of the joint campus and into our new state-of-the-art school building
- We managed our move within the guidelines of the UN Sustainable Development Goals
- We opened our Early Learning and Childcare setting
- We welcomed new children and their families to our school community
- We welcomed new staff to our school community
- We welcomed Kathleen Dalyell, Archbishop Leo Cushley and Graham Hope to our opening ceremony
- Our ELC welcomed families in for Book Bug sessions
- Our ELC welcomed families in for Stay and Play session
- Our ELC welcomed families in for the Summer Festival
- 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
- We achieved our Gold Sports Award
- We achieved our Bronze Rights Respecting Schools award
- Primary 6 took part in the Euro Quiz
- Primary 7 took part in the Rotary Club Quiz
- Our children presented a Nativity Play and Christmas Show
- Our Drama group presented 'Peter Pan, the Musical'
- Our Dance group took part in a dance showcase in the Regal Theatre
- We supported Macmillan Cancer Care through our Macmillan Coffee Morning
- We supported Save the Children through the Christmas Jumper Day
- We supported Mary's Meals through our Dress Down Day and Tea Together Time
- Primary 7 took part in Bikeability training
- Primary 7 worked with Heriot Watt University to create a climate change song
- Primary 4 and Primary 5 visited the National Gallery of Scotland
- Primary 1/2 and Primary 3 visited the National Museum of Scotland
- Primary 1 and Primary 7 visited the Glasgow Science Centre
- 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
- P7 went on retreat to Carfin to see the relics of St. Bernadette
- P7 took part in recruitment interviews for Sinclair Academy staff
- We hosted families for a Scotland Showcase
- We hosted families for Tea Together Time
- We hosted families for the 1+2 Gaelic learning showcase
- P4 and P7 attended the 1+2 Languages conference
- We hosted the parish community for mass
- We provided families with free tickets to attend Livingston Football Club games

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? 4th Edition, Education Scotland 2015 and How Good is Our Early Learning and Childcare? 2016)