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Holy Trinity Primary



Standards and Quality Report 2021/22



Vision, Values and Aims of our school community

The school community benefits from a strongly held and shared understanding of our Vision, Values and Aims which were created in partnership with all stakeholders. The pupil council created a child friendly version which is available on our school website

<http://www.holytrinity.e-dunbarton.sch.uk/>

Our vision for Holy Trinity Primary is to inspire a community of faith and learning where everyone feels welcomed and valued as part of our school. Working in partnership we strive to ensure the pursuit of excellence in learning and teaching and the promotion of social justice and opportunity for all.

Our values are based on the Scottish Charter for Catholic schools in Scotland which promotes Gospel Values through celebration and worship, and through service to the common good.

As such we are committed to:

- ❖ The integrated education and formation of the whole child while honouring the life, dignity and voice of each person.
- ❖ Upholding the moral and social teaching, faith tradition, and sacramental life of the whole school community.
- ❖ Demonstrating a respectful and inclusive ethos where equality and equity are at the forefront of all that we do.
- ❖ Endeavouring to put our faith into action in all aspects of school life.

Our aims in Holy Trinity Primary are

- ❖ To provide an inclusive ethos with consistently high standards of learning and teaching.
- ❖ To create a positive, purposeful, motivating learning environment which provides inclusive conditions and experiences which inspire children to reach their full potential and nurtures their moral, spiritual, emotional, physical, social and intellectual development.
- ❖ To demonstrate a commitment to effective partnership working with parents and the wider community and our environment to nurture and develop each child's God given talents.
- ❖ To provide a positive, happy, respectful, safe, healthy and inclusive environment which cultivates an ethos of respect for all, and values to enable them to make a positive contribution to society through serving the common good.

Context of the School

Holy Trinity Primary is a co-educational community of Faith and Learning which opened in April 2017 bringing together the former school communities of St. Flannan's and St. Agatha's primaries. Our school builds strong partnerships between home, school and parish to support children's learning. Our current roll has 302 pupils with a capacity for 330. We have a 12 class structure with P1 and composite class sizes of 25. P2 and 3 have a maximum size of 30 and P4-7 maximum class size of 33. Most of the children who enter Primary one have previously attended local authority, or partnership pre-5 establishments. Our associated secondary is St. Ninian's High School and successful transition programmes are in place to support pupils as they join our school or move onto their next steps in education. Our teaching team consists of 18 full time equivalent teachers which includes one HT, one DHT, one PT, a Nurture Teacher and a 0.4 Education Support Teacher. The school is very well supported by administrative staff, classroom assistants, support for learning assistants and a Family Learning assistant as well as local authority

instrumental tutors who provide tuition in brass, woodwind and pipes.

Our school community has a mixed catchment area comprising of council housing, private lets and private housing. Data from the Scottish Index of Multiple Deprivation shows that most of our pupils live in lower SIMD data zones deciles 1 to 4. We received £78,903 in PEF funding which included a 15% uplift to reflect the challenges created throughout the pandemic. Through consultation with stakeholders, targeted interventions were provided to vulnerable pupils adversely impacted including literacy and numeracy interventions and nurture supports in our newly established nurture base (SNUG). In rebuilding community capacity, we also adapted our Family Learning approaches to comply with restrictions but also provide a range of parental engagement opportunities to families including family fitness, STEM club, Family Awards, homework club and mental health workshops. We also worked as a community to establish a reading culture which culminated in our accreditation as a Reading school by the Scottish Book Trust who highlighted 'The huge amount of work and dedication you have put into the programme really shone through your application – what an incredible reading environment for your learners.'

Attendance is monitored closely with issues addressed promptly to support families. Our average attendance rate for this session was 93.55% with no exclusions.

We take pride in our school community and the strong relationships we have built to support children and families enhanced by our Family Learning approaches. We value the support of our Parent Council and Parent Teacher Association (PTA) who continued to meet online to provide a high level of support to the community. Working with our families, we have raised over £5000 to enhance outdoor play and reading areas next session through a family walk in memory of one of our teachers. We have further developed our use of social media in communication and effectively use SEESAW, Family Learning Facebook page to share information and family learning opportunities and Twitter with each class posting a weekly learning update.

The school's Visions, Values and Aims are evident in the quality of relationships across the school community and reflect principles of Catholic Social Teaching and our strong links with the local Parishes. During this session forty-eight of our primary seven pupils attained their Pope Francis Faith Award (11 with Parish Commendations) and our community also raised over £8000 for the SCIAF Ukraine fund. Our efforts will be highlighted in their next magazine distributed throughout Scotland. During this session we were part of the Education Scotland Thematic Inspection on Health and wellbeing. Feedback highlighted the calm, positive purposeful learning environment and our very effective practice will be shared with others. The positive ethos within the school and the commitment from all staff in supporting children's wellbeing was noted. The community connection in the school and the family approach taken to supporting wellbeing was highlighted as good practice as was the range of targeted and universal supports in place for children's wellbeing. A key example of this being the engagement of the pupils in the SNUG (nurture base) and how they talked about its impact on their wellbeing.

Our Standards and Quality report has been created in consultation with all stakeholders and tells the story of our school's performance, successes and achievements during the current session as well as summarising our next steps in improvement for session 2022/2023.

Progress in School Improvement Plan (SIP) priorities

School priority 1: Promote Positive Health and Wellbeing within the school community	
<p>NIF Priority</p> <ul style="list-style-type: none"> •Improvement in children and young people's health and wellbeing •Closing the attainment gap <p>NIF Driver</p> <p>school improvement</p> <p>assessment of children's progress</p>	<p>HGIOS?4 QIs</p> <p>QI 3.1 Wellbeing, equality & inclusion</p> <p>QI 2.4 Personalised Support</p>
<p>Progress and Impact: The school has made very good progress in implementing this priority as was evidenced in the Education Scotland Thematic Inspection feedback. All staff teaching and non-teaching undertook quality CLPL on whole school nurturing approaches and new staff had catch up training on trauma informed practice using Compassionate Connected Communities resource. Staff also shared good practice in promoting HWB culminating in all classes implementing daily HWB check-ins with children. Children noted <i>They see if you are okay and take care of you.</i> These check-ins enabled timeous interventions and collaboration with partner agencies to provide supports e.g. counselling. Our pupil council noted- <i>We have all paid a lot of attention to our health and wellbeing and other things we do to help people in our school community.</i></p> <p>Our nurture base (SNUG) provided targeted support and had a positive impact as evidenced in pre and post assessments with children and in parental engagement levels e.g. all families attended the Easter afternoon tea and activity afternoon with their child. Surveys were undertaken with pupils accessing the SNUG and children were very positive about their experiences -<i>In the SNUG you ask me how I am feeling and have lots of check ins. You give me strategies to help me with my emotions.</i> Parents of pupils accessing the SNUG also participated in a range of Family Learning opportunities including outdoor education with Forest Schools. Parents noted they felt more included - <i>if we ever feel like something is bothering my child in school we can phone up and discuss about the situation. Being able to express concerns about my child if needed.</i> Staff feedback was also very positive about nurture - <i>The 'SNUG', our nurture room, is a fantastic example of how we are a nurturing school. It provides a safe, inviting, and calm space for children.</i> To ensure the SNUG was an integral part of the school community, nurture stage assemblies were held, presentations given to the Parent Council and a Nurture Sway sharing the approaches were shared with the whole school community. We also had a school wide competition with children designing the SNUG logo and the pupils attending also decided on the name SNUG (Safe Nurtured Understood Growing) for our nurture base. A range of small group and 1:1 supports for pupils were also implemented including Nurture Breakfast Club, LIAMS and counselling. SAMH Mental Health workshops were implemented for pupils (P6 and 7), staff and parents. Autism Acceptance week included stage assemblies and a range of learning opportunities for each stage. This culminated in a whole school display to promote understanding and acceptance. A parent asked for support in the local community to raise awareness and the Autism Adviser worked with upper school children to create information posters which our parent then took to a wide range of local shops and businesses. Another parent commented that seeing one of our posters on display in a local shop enabled them to begin a family discussion with their child about their diagnosis. We implemented the EDC HWB tracker throughout P1 to 7 rather than the planned P4-7. This information informed reporting, working with partner agencies and transition.</p> <p>Next Steps:</p> <p>Implement Compassionate Connected Classroom resource in upper school</p> <p>Develop a positive relationships policy in collaboration with staff, pupils and parents – link with Rights Respecting Schools' accreditation starting next session.</p> <p>Further develop staff use of tracker diagnostically to inform planning of teaching as well as targeted supports /interventions.</p>	

School priority 2: Raising Attainment in Reading / Developing a Reading Culture Year 1

NIF Priority

- Closing the attainment gap
- Improvement in attainment, particularly in literacy and numeracy

NIF Driver

teacher professionalism
assessment of children's progress

HGIOS?4 QIs

QI 2.3 Learning, Teaching & Assessment

QI 3.2 Raising attainment and achievement

Progress and Impact:

Many aspects of this priority were implemented effectively. Working collaboratively as a whole school community we were successful in our bid for accreditation as a reading school. A Reading Committee was established providing leadership opportunities for pupils and staff. Every class participated in a school wide competition to set up reading zones in each class. These were all highly imaginative and actively encouraged children to read and provided opportunities for children to recommend and order books. Children often opted to read during play 2 learn and feedback from pupils was very positive in attitudinal studies undertaken with children reading more often, reading a wider variety of genres/authors and stating they found it useful for relaxation. Each class shared their learning about reading and writing through literacy assemblies which were very creative and engaging. Literacy awards celebrated successful learning in assemblies and a new Holy Trinity Reading Award was introduced at our end of year Celebration of Achievement. All classes engaged in reading for pleasure including teachers modelling reading for pleasure themselves and regularly reading aloud. This gave pupils a model of fluent reading, allowing them to hear how a skilled reader brings the words on the page to life and allowing them to access quality children's literature they may not have developed the reading stamina to access independently. Staff were very positive about the development of a reading culture within the school and engaged enthusiastically in a wide range of reading events and activities throughout the year. Social media was used effectively to give parents regular updates via our hashtag #HolyTrinityLovesReading. Parents were very positive about the initiative and its impact - ***My child definitely reads more at home due to the introduction of the reading schools project, as do her friends.***

All staff engaged in effective CLPL in reading strategies and metacognition, digital literacy and effective teaching of reading. Effective practice was shared with colleagues through peer visits. One member of staff undertook SSERC training and led the development and implementation of STEM-a Story in P1 to P7. This was also shared with parents through an afterschool STEM club which was well attended. Parents enjoyed the opportunity to work alongside their children on challenges.

Next Steps: Year 2

Work with all stakeholders to develop 'Going for Gold' Reading Schools Action plan to promote a reading culture throughout the school community and beyond – in partnership with St. Ninian's High school. Include parental engagement opportunities to promote reading.

Develop outdoor reading areas.

Further develop Stem-a-story approach with new Young STEM leaders delivering workshops to parents. Implement Talk for Reading pedagogy to dovetail with current Talk for Writing approaches embedded throughout the school.

Moderation of achievement of a level in reading using West Partnership Moderation resources.

School priority 3: Improvement in children's health and wellbeing through increasing parental engagement

NIF Priority

- Improvement in children and young people's health and wellbeing
- Closing the attainment gap

NIF Driver

parental engagement
Choose an item.

HGIOS?4 QIs

QI 2.5 Family Learning

QI 3.1 Wellbeing, equality & inclusion

Progress and Impact:

Whilst many opportunities were developed, the implementation of this priority was impacted upon by changes to staffing and restrictions due to Covid. However, many Family Learning opportunities were implemented initially online but moving to in person as restrictions eased. These included STEM club, Family Fitness, SAMH workshops, Homework club, Yoga, Dandelion Growing project, Book Bug and Read, Write Count workshops, Family Awards group (Nurture base). A range of individual and small group supports for families were also implemented including parenting supports and signposting to CAB and partner agencies. Family Learning opportunities were well attended (in line with restrictions –sign up allocated places) and families provided positive feedback - **I have enjoyed the family learning activities with my daughter.** Social media platforms were used to enhance communication alongside informal chats and individual phone calls. Family Learning Facebook page and Twitter used to share information and family learning opportunities. During the HWB Thematic Inspection feedback highlighted **The community connection in the school – the family approach taken to supporting wellbeing was highlighted as good practice.** Our approach was noted as being very different from others observed as we talked about dignity and sensitivity when dealing with wellbeing and whole school projects to **‘the joy back to learning.’**

Next Steps:

Implement Families Connect Programme P1 and 2

Seasons for Growth support for pupils and parents

Reading workshops for parents – Bedtime story club and Family Learning Book club

Extend range of family learning opportunities through partnership working particularly in relation to Health and Wellbeing

Progress in National Improvement Framework (NIF) priorities

- Improvement in attainment, particularly in literacy and numeracy;
As a staff team we now analyse comparator data to track cohorts across Curriculum for Excellence levels over time. However, this has been impacted by the hold on data collection in 2019/20, as a result of the Covid-19 pandemic. Since 2017, data for achievement of curriculum for excellence levels in Numeracy, Reading, Writing and Listening and Talking compared favourably with both local and national attainment levels especially in writing. Data illustrates the impact of interruptions to learning particularly in Listening and Talking and Numeracy in P1 and Numeracy in P4, but remains above the National average for quintiles 1 and 2 in almost all categories across P1, P4 and P7.

Closing the attainment gap between the most and least disadvantaged children and young people;

Through analysis of assessment data, staff worked together to identify emerging gap in children's learning especially between our most and least disadvantaged groups. Pupil Equity Funding was used to provide targeted interventions in literacy, resource and build capacity in developing a reading culture, targeted support in numeracy and Health and wellbeing as well as additional family learning opportunities to support children and families. Some planned work was curtailed due to the operational challenges created by the pandemic.

Improvement in children and young people's health and wellbeing

The Education Scotland Thematic Inspection enabled us to review the range of approaches we have in place to support children and their families. Health and Wellbeing was a key focus this

session, particularly in response to the pandemic as we developed a whole school approach to nurture, new tracking for Health and Wellbeing and introduced Mental Health workshops and assemblies for pupils, staff and parents. This will be a continued focus in the ne session as we continue to work to implement EDC's Mental Health Strategy and use tracking of HWB data to inform interventions/ supports for children and their families.

Attainment and Achievement Data

Curriculum for Excellent Levels at the end of June 2022				
	Reading	Writing	Talking & Listening	Numeracy & Mathematics
Early level by end of P1	majority	most	most	most
First level by end of P4	majority	majority	most	majority
Second level by end of P7	most	most	almost all	most

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

Pupil Equity Funding was used to provide additional staffing to support children through targeted interventions to raise attainment for those at risk of not achieving. Analysis of data ensured a focus on addressing the poverty related attainment gap.

Targeted support in literacy and numeracy was provided at key stages P1, P4 and P7 as well as opportunities for coaching in context in Talk for Writing and the implementation of the EDC Health and Wellbeing tracker. Tracking data over time evidenced the impact of the support but the level of support was impacted, at times, by operational demands due challenges inherent in the pandemic.

Our Nurture base (SNUG) provided targeted supports which was evaluated positively by pupils accessing it, their parents and staff. A range of small group and 1:1 supports for HWB were also implemented following assessments and professional dialogue.

Additional hours and resources for Family Learning enabled us to re-introduce a range of Family Learning opportunities. Some of these were specifically targeted at P1 and 2 in recognition of the curtailed induction programme which had to be implemented for children starting in P1 over the past 2 sessions. This enabled us to build positive relationships and a sense of community with families new to the community.

Following feedback from families on the cost of the school day, we used our Uniform Recycling centre to provide uniforms to families new to the school and provide uniform items to all families as and when required. We also had a growing number of families accessing our Holy Communion Pop-up shop where families can access clothing for pupils receiving the Sacrament as well as item offered to other family members. During the final term we also reintroduced our food waste recycling centre and this will be further developed next session.

Next session, as restrictions have eased, we look to developing a wider range of after school clubs and activities which will provide free access for families to a range of activities and social events.

Self-evaluations of How Good Is Our School? (4th edition)

Quality indicator	School self-evaluation	Inspection/ Authority evaluation
1.3 Leadership of change	Good	Choose an item.
2.3 Learning, teaching and assessment	Good	Choose an item.
3.1 Ensuring wellbeing, equity and inclusion	Very good	Choose an item.
3.2 Raising attainment and achievement	Good	Choose an item.

Summary of School Improvement priorities for Session 2022/23

- 1. Raising attainment in reading / developing a reading community (Reading Schools Accreditation- Gold) Year 2
- 2. Nurture/UNROC (Rights Respecting Schools Accreditation – Bronze)
- 3. Family and Community Engagement

What is our capacity for continuous improvement?

Through commitment and creativity, our school community has responded positively to the many challenges created by the pandemic. Through prioritising children's health and wellbeing we have worked collaboratively as a community to ensure a nurturing, safe and happy learning environment.

Whilst the school community continued to work hard to implement the school improvement priorities, some aspects were impacted and will be continued into next session. We welcomed the opportunity to re-establish aspects of our family learning programme as mitigations eased. This meant we could build opportunities for meaningful family engagement particularly with families new to the community as well as provide targeted supports for families.

The school has a clear vision for improvement over the next 3 years and we are looking forward to continue to work in partnership with all stakeholders to ensure continuous improvement and build capacity within our school community.