



sustainable thriving achieving

**East Dunbartonshire Council**

[www.eastdunbarton.gov.uk](http://www.eastdunbarton.gov.uk)



# Holy Trinity Primary Standards and Quality Report 2023/24



Write Count family events. Parental feedback from these events was very positive. Additionally, this session, the school community has further developed the range of clubs available to pupils and families resulting in a Sports Scotland Bronze award working with our PE teacher. Seven pupils have also attained their Hi5 award working with our nurture teacher and our two EDC pupil forum representatives achieved their Dynamic Youth Awards. One of our pupils has had his app design created into an app as part of the Make It Happen programme and our sixteen Young STEM Leaders have been working towards achieving their Level 2 certification in the STEM Nation awards. This work included leading the learning in coding workshops throughout the school during Maths week Scotland as well as delivering STEM a Story workshops for primary one and two classes. The children also presented their work on STEM to new parents at the primary one induction visits. Also this session, our Pupil council worked to put our Faith into Action in Partnership with 45<sup>th</sup> Beavers to gather 234.5kg of food for the local foodbank. They also raised £165.02 for the Scottish Poppy Appeal and £1139.14 for the SCIAF Lenten appeal for Rwanda. Our P7 pupils completed their Pope Francis Faith award with thirty-eight pupils achieving the award, five with additional Parish Commendations. Finally, this session our Rights Ambassadors worked in partnership with the Pupil Council to renew our school Vision, Values and Aims consulting with pupils, parents, partners and staff. Our Rights Ambassadors were instrumental in leading our rights based learning resulting in the school achieving a Silver Rights Respecting School award. Feedback from the accreditation visit highlighted involved pupils who were passionate about their school, the ethos and culture of the school, parental engagement and the commitment of staff.

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 support the work of the school including participating in self-evaluation tasks. In response to parents, we continue to have our Parent Council meetings online with a new Events/PTA group meeting regularly in school to plan and implement events such as the Christmas Fayre, Halloween discos and supporting the Holy Trinity Euros event. We have further developed our use of social media and effectively use SEESAW and our Family Learning Facebook page to share information and Family Learning opportunities. Reporting is enhanced through our use of X (Twitter) with each class posting a weekly learning update.

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 2024 2025.

## Progress in School Improvement Plan (SIP) priorities

School priority 1: Numeracy-Raising attainment through implementing new approaches to learning, teaching and assessment	
<p>NIF Priority Improvement in attainment, particularly in literacy and numeracy.</p> <p>Closing the attainment gap between the most and least disadvantaged children</p>	<p>HGIOS?4 QIs QI 1.3 Leadership of Change</p> <p>QI 2.3 Learning, Teaching &amp; Assessment</p> <p>QI 3.2 Raising attainment and achievement</p>

NIF Driver

curriculum and assessment

teacher professionalism

performance information

### **Progress and Impact: Attainment**

We have made very good progress with this priority with spiral learning approaches 'Walk the Wall' and Number Talks implemented from primary one to seven. Pupils focus groups, learning visits and peer visits have evidenced increased pupil motivation, engagement and knowledge of different strategies in Maths. Staff have used assessment data diagnostically to identify gaps in learning, inform planning and underpin tracking judgements. The impact of this approach is also evidenced in assessment data in primary one to seven with most cohorts showing improved tracking data from one session to the next however, it should be noted that data is impacted by the school roll increasing at each stage over the past two years making direct comparisons challenging. ACEL data in maths shows P1 +2%, P4 -2% and P7 +9% compared to last session with combined maths data showing 3.7% increase. Individual's data across the assessment periods throughout the year provide a more robust comparison with most children making gains.

As P4 and P5 attainment data over time showed a significant dip post pandemic, a spiral/ context based approach to maths was implemented with this work being the focus for a practitioner enquiry. The change in pedagogy included Walk the Wall: each lesson began with concepts (identified through assessment) being consolidated using an interactive teaching wall and effective questioning to deepen the learners understanding of the concepts. Number Talks and word problems were also included to develop children's understanding of a range of strategies and applying their knowledge and skills to solve problems. The open areas were developed into Maths zones with a range of interactive and real life activities which provided challenge and fostered collaborative problem solving. Observations and pupil focus discussions clearly evidenced a more positive engagement in maths and this was also evidenced through pre and post attitudinal studies which focused on confidence and enjoyment. Pre and post assessments at the beginning and end of each teaching block enabled direct comparisons of data enabling teachers to determine impact and identify next steps in learning. Staff involved in this pilot project worked effectively together, visiting other schools to observe good practice, analysing data diagnostically and planning contexts to motivate learners. All staff noted an improvement in children's enthusiasm and motivation in maths and also their own improved motivation and enjoyment of teaching maths.

### **Next Steps:**

Extend the approach piloted in P4 and P5 throughout the school. Provide further opportunities for Young STEM leaders to lead learning and further develop maths family learning opportunities including the continuation of the Count Me In project.

**School priority 2: UNCRC/RRS Silver accreditation/RERC (Equality and Inclusion)**

<p>NIF Priority</p> <p>Placing the human rights and needs of every child and young person at the centre</p> <p>Improvement in children and young people's health and wellbeing</p> <p>NIF Driver</p> <p>school improvement</p> <p>teacher professionalism</p>	<p>HGIOS?4 QIs</p> <p>QI 2.2 Curriculum</p> <p>QI 3.1 Wellbeing, equality &amp; inclusion</p>
---	---

**Progress and Impact:**

We have made very good progress with this priority. Staff have a clearer understanding of equalities legislation and all stages have implemented SCES Equalities lessons on protected characteristics. These have also been embedded in RERC planners with clear links made between Equalities and RERC. Our Equalities Policy has been created and pupils and staff have made links between learning in Equalities and UNCRC Rights of the Child. All classes have created class charters linking the schools Vision, Values and Aims to the UNCRC and all classes have undertaken rights based learning including books recommended by Scottish Book Trust which has also added to our Reading Schools journey and made valuable links between reading and rights based learning. Our Rights Ambassadors developed and implemented their Silver Action Plan for Rights Respecting Schools resulting in a Silver award in June. Written feedback will be provided but oral feedback following the accreditation visit highlighted children's knowledge and understanding of rights and the impact on the school community, the positive ethos and culture of the school, strong engagement with parents, children's involvement and the opportunities being provided for them such as giving presentations to new primary one parents on rights based learning as part of the primary one induction programme.

**Next Steps:** Effective learning in teaching in RE, making links across the four contexts of learning. Developing Laudato Si approach and making links with rights based learning. Developing the Gold Action plan for Rights Respecting Schools Award.

**School priority 3: STEM including STEM Nation Award year 1 / Parental Involvement**

<p>NIF Priority</p> <p>Improvement in attainment, particularly in literacy and numeracy.</p> <p>Closing the attainment gap between the most and least disadvantaged children</p> <p>NIF Driver</p> <p>parent / carer involvement and engagement</p> <p>school leadership</p> <p>teacher professionalism</p>	<p>HGIOS?4 QIs</p> <p>QI 1.2 Leadership of Learning</p> <p>QI 2.5 Family Learning</p> <p>QI 3.1 Wellbeing, equality &amp; inclusion</p>
---	---

**Progress and Impact:**

We have made good progress within this priority. We are currently working towards achieving the 'STEM Nation' Award. With the help of our Young STEM Leaders (YSLs), we have been focusing on the element 'Leadership in STEM'. We currently have 16 Young STEM Leaders who

have been working towards achieving their Level 2 certification. These pupils have taken on leadership opportunities throughout this session. During 'Maths Week Scotland' our YSLs led coding workshops across the school, working with pupils from P1-7 develop their confidence using Marty the Robot and Microbits. Our YSLs also worked to deliver 'STEM a story' workshops in Primary 1 and 2, creating STEM challenges linked to well-known fairy tales. In addition to this, they have been supporting our Rights Ambassadors in the developing of their parking campaign through filming and editing videos. Our YSLs recently shared their successes at our Primary 1 induction, speaking to parents about all of the difference workshops they have led. This intergenerational approach towards learning has being successful in capturing our pupil's engagement in STEM, as our younger pupils have commented on how inspiring it is to have lessons led by older pupils in the school. Moving forward as a school. PEBL approaches have now extended to P3, 6 and 7 and will continue to be developed over time making links to spiral learning approaches in maths.

### **Next Steps:**

Focus on 'STEM family and community learning' and 'Employability and STEM partnership working' elements of the STEM Nation Award to support our YSLs in planning and leading STEM workshops with families, particularly our Primary 1 and 2 parents. We will also be working with our YSLs to make links with 'Developing the Young Workforce', asking for the support of our parents and wider community in leading workshops which will give our pupils a further insight into STEM careers. Work with EDC team to implement Count Me in project supporting maths development for families and parents with links to future employment. Further embed and extend Pupil Enquiry Based Learning.

### **Progress in National Improvement Framework (NIF) priorities**

- During this session we have successfully achieved our Silver Award from Rights Respecting Schools and developed children's understanding of rights. Our Gold Level Action plan will now be implemented to develop this work further.
- We continue to focus on addressing the poverty related attainment gap and use data to analyse trends. P2 and P 6 will be a continued focus particularly in maths.
- Our well established approaches to developing children's and parents' knowledge and understanding of learners' health and wellbeing was highlighted as 'commendable' during a local authority review and we have continued to develop our approaches through Nurture, Zones of Regulation and providing bespoke support such as LIAMS. We have also achieved our Bronze Sports Scotland award and will focus on extending opportunities for children and families to access a range of HWB clubs.
- ACEL data for this session compared to last session has shown  
 P1 Reading +4% writing +16% L and T +9% Maths +2%  
 P4 Reading -4% writing +2% Land T -4% Maths -2%  
 P7 Reading +9% writing +7% Land T -5% Maths +9%  
 We will continue to analyse data diagnostically to address PRAG.

### **Achievement of Curriculum for Excellence (ACEL) data**

ACEL data at the end of June 2023				
	Reading	Writing	Talking & Listening	Numeracy & Mathematics
Early level by end of P1	most	most	almost all	most
First level by end of P4	most	most	most	most
Second level by end of P7	almost all	almost all	almost all	most



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

We use Pupil Equity Funding appropriately to support learners through a range of interventions.  
Maths

£61601 was spent on staffing, maths resources and IT to support the implementation of the spiral learning approach P1-7 and the maths pilot detailed earlier in P4 and P5. As detailed in priority 1 evaluation PEF spending in this priority has had a positive impact in children's attainment and motivation in maths. Individualised tracking per pupil, specified in deciles, indicates the impact in raising attainment. As with any change to pedagogy this will require time to fully embed and develop across the school.

### Rights Respecting Schools Award and learning in Equalities

£600. Through this intervention children have gained a deeper understanding of inclusion and rights. This intervention provided opportunities for achievement as well as leading the learning for pupils in our target group and provided them with a range of contexts to apply their skills e.g. organising Rights Cafes, delivering presentations to parents and organising events.

### Parental Involvement / STEM

£3678 A wide range of free clubs and activities were provided to children and families including homework club (with free access to IT), Trinity Tots (enhanced transition including vulnerable families), art, coding, cooking, fitness, reading, maths, yoga and STEM. Feedback from families evidenced that these opportunities are supporting families to engage in their children's learning in an informal friendly environment. This has further developed positive trusting relationships enabling us to better support the well-being of children and families. This approach also provided leadership of learning opportunities for our target group, providing them with contexts to apply their learning.

## Self-evaluations of How Good Is Our School? (4<sup>th</sup> edition)

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

Since the local authority review a wider range of supports have been implemented.

## Summary of School Improvement priorities for Session 2023/24

- 1. Numeracy –Raising attainment / learning, teaching and assessment
- 2. Improvement of Wellbeing and Equity through Implementation of the CIRCLE Framework and improving attendance
- 3. Enhance the quality of learning and teaching in RE through engagement in the Global Compact on Education to strengthen curriculum links across the four contexts for learning

**What is our capacity for continuous improvement?**

Self-Evaluation is an integral part of our ongoing improvement which enables us to target interventions effectively. We have established a strong culture of continuous improvement with staff committed to securing the best outcomes for our children and families. We are well placed to continue to build on our success to ensure continuous improvement.