



sustainable thriving achieving

East Dunbartonshire Council

www.eastdunbarton.gov.uk



Holy Trinity Primary

Standards and Quality Report

2024/25



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. Our School Vision, Values and Aims were reviewed in session 2023 -2024 as part of our work in UNCRC. Our Pupil Council and Rights Ambassadors also linked our Vision, Values and Aims to UNCRC articles and consulted with pupils, parents and staff to agree the updated version. These are available on our school website

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

Context of the School

Holy Trinity Primary is a co-educational community of Faith and Learning in Kirkintilloch. Our school builds strong partnerships between home, school and parish to support children's learning. Our current roll has 320 pupils. We have a 12 class structure plus a Nurture Base (SNUG). Our staffing allocation includes a head teacher, a deputy head teacher, a principal teacher, a 13.32 fte teaching staff, 7 fte support staff and a family learning assistant as well as local authority instrumental tutors who provide tuition in brass, woodwind and pipes.

Almost all of the children previously attended local authority, or partnership pre-5 Early Learning and Childcare (ELC) 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. Transition into primary one is also supported through our Trinity Tots weekly sessions with our Family Learning Assistant. This provides additional opportunities for new primary one children and their families to feel part of the school, build relationships with staff and support their transition.

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 SIMD data zones quintiles 1 and 2 with just under a quarter in receipt of Free School Meals. We received £79,625 in PEF funding. Through consultation with stakeholders, targeted interventions were provided to vulnerable pupils including family learning, numeracy and literacy interventions and nurture supports in our established nurture base (SNUG) to help address our poverty related attainment gap. Attendance is monitored closely with issues addressed promptly to support families. Our average attendance rate for this session was 94.08% with no exclusions.

We also developed opportunities for pupils to lead the learning through our Young STEM Leaders programme and our Rights Ambassadors working with our associated secondary and a local nursery on rights based learning. In developing Family and Community Engagement we tailored our Family Learning opportunities in response to a family survey. Family Learning opportunities including Family Fitness, STEM club, Bedtime Stories and Cooking, Homework Club and Forest Schools sessions. This session we have also had the opportunity to work collaboratively with the newly established Whole Family Wellbeing Fund established in East Dunbartonshire. Through this partnership we have worked with social workers and youth worker to provide targeted supports such as Summer transition support for children moving to high school, gardening project which will continue throughout the Summer, Lego therapy sessions, Cookery classes and bespoke supports for children and families.

Having previously attained our Gold Award for Reading schools with the Scottish book Trust, the pupils in our Reading Committee played an active role in continuing to promote a reading culture within our community. They supported children and families with Book Bug and Read, Write Count family events. They also visited Collins and worked with staff there to select resources to support pupils with dyslexia. Our Reading Schools journey was also shared with parents and children during our primary one induction programme which included the buddies gifting their allocated new pupil a storybook and having a shared reading session with them as part of their Buddy Lunch. Through Therapet sessions, reluctant readers gained confidence in reading aloud as well as actively participating in discussion on how to care for animals. 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 including developing a Sports Committee resulting in a Sports Scotland Silver award. The Sports Committee organised a highly successful Dance-a-thon for children and families which raised an amazing £4589.80. This money was used to provide educational experiences for pupils, reduce the cost of trips and provide further resources to enhance PE. Five pupils have also attained their Hi5 award working with our nurture teacher. 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 pupils also supported Mrs Ferguson in delivering a 4 week coding club for primary 2. The children also presented their work on STEM to new parents at the primary one induction visits. Our P5 Coding Club took part in Mission Zero 2024–2025—a European Space Agency project run in collaboration with the Raspberry Pi Foundation. Pupils designed and coded pixel art messages which were successfully transmitted to the International Space Station for astronauts to view on the Astro Pi computers aboard the station! These pupils will have the opportunity to apply to become Young STEM Leaders next session.

During this session we also became a Laudato Si school answering the call of Pope Francis to 'Care for our Common Home' Following an enrolment prayer service led by Canon Tartaglia, throughout the year pupils learned about how they can put their faith into action by looking after the planet. This learning was shared through whole school assemblies with focused themes such as pollution, supporting wildlife and plants and fast fashion and its impact. Catholic Social teaching continued to be a key focus with children working to raise money for a variety of charities including £73.46 for the Scottish Poppy Appeal and £609.63 for the SCIAF, £203.40 for Unicef UK, £505.30 for Mary's Meals, £20 for St. Patrick's Missionaries. Our P7 pupils completed their Pope Francis Faith award with forty-one pupils achieving the award, one with additional Parish Commendations. Our work in Catholic Social Teaching and Laudato Si was also linked to our ongoing work to achieve a Gold Rights Respecting Schools Award. Feedback from our silver 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 Kirkintilloch Gala. We were delighted to be chosen by the Provost to provide this year's Youth Ambassadors for the Summer Gala. We have further developed our use of social media and effectively use our Family Learning Facebook page to share information and Family Learning opportunities. Reporting is enhanced through our use of X 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 2025 2026.

Progress in School Improvement Plan (SIP) priorities

School priority 1: Numeracy-Raising attainment through implementing new approaches to learning, teaching and assessment	
NIF Priority Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children NIF Driver curriculum and assessment teacher professionalism performance information	HGIOS?4 QIs QI 1.3 Leadership of Change QI 2.3 Learning, Teaching & Assessment QI 3.2 Raising attainment and achievement
<u>Progress and Impact: Attainment</u> We have made very good progress with this priority using spiral learning approaches: 'Walk the Wall', contextualised active maths and Number Talks implemented from Primary one to seven. Pupil focus groups, learning visits and peer visits have evidenced increased pupil motivation, engagement and knowledge of different strategies in Maths. Through our practitioner enquiry staff tracked impact on attainment and the effectiveness of interventions for specific groups of pupils. 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 within a context. 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. <i>e.g. I didn't Like fractions, long multiplication or division but now I can do them with ease with the Walk the Wall and the new learning system. And I now like algebra and division P6 pupil</i> <i>Using Number Talks had helped me understand maths better. Using topics with maths makes maths more interesting. Walking the Wall helps me remember maths so I never forget the steps either. Using maths in real life situations helps me understand why I need it. P7 pupil</i> 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. Individual's data across the assessment periods throughout the year provide a more robust comparison with most children making gains. ACEL data from key stages has shown improvement and combined maths data indicates a narrowing of the poverty related attainment gap. In P7 The data analysis indicates improvements in both attainment and engagement across this group, particular progress is evident when comparing the MALT assessments from August 2024 with the NSA Band scores from February 2025. Most children despite having initial MALT results below age expectations have demonstrated progress by achieving Band 9 or 10 in their NSA results.	

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 worked effectively together, visiting other classes to observe good practice through peer visits, 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:

- Further embed the approach in P1 to 7 supporting new staff and staff new to a stage. Further good practice visits with peers including visiting other schools.
- Develop whole school non-negotiables for implementation of spiral learning in maths and link to routines and structures within the Circle framework.
- Further develop the effective use of blueprint boards with additional CLPL opportunities and workshops for pupils and parents.
- Through working parties further develop planning framework to ensure progression, breadth and depth in learning.
- Further develop the use of Sumdog through setting up class and school challenges and developing assessment tool.
- Further develop the use of a wider range of maths assessments including PIRA to support data analysis.
- Continue to use targeted interventions such as maths recovery based on data analysis including upskilling more staff in this approach.
- Provide further opportunities for Young STEM leaders to lead learning and further develop maths family learning opportunities including homework games packs, workshops for parents the continuation of the Count Me In project.

School priority 2: Improvement of Wellbeing and Equity through Implementation of the Circle Framework including Improving Attendance.

NIF Priority

Placing the human rights and needs of every child and young person at the centre

Improvement in children and young people's health and wellbeing

Closing the attainment gap between the most and least disadvantaged children

NIF Driver

school leadership school improvement teacher professionalism

HGIOS?4 QIs

QI 3.1 Wellbeing, equality & inclusion

QI 2.4 Personalised Support

QI 1.1 Self- evaluation for self-improvement

Progress and Impact:

We have made good progress with this priority. Staff have a clearer understanding of the Circle Framework and have used the Circle Inclusion Classroom Scale (CICS) to review their learning environment. All staff have created an action plan with their stage partner looking at structures and routines and both physical and social environments, implemented changes and reflected on progress to meet these. This has included a focus on sensory spaces, daily health and wellbeing check-ins, calm boxes for each classroom and involving pupils in decision making. Through collegiate discussions and evaluation of action plans staff identified the impact of the interventions implemented.

Primary One

CICS Score has improved in 3 out of the 4 areas focused on. Decision Making/Appeal of Activities: Pupils are more involved in decision making around activities and areas of the Open Area. This has been improved through weekly meetings and discussions around their opinions on activities.

Empowerment: Targeted groups of pupils have begun to reflect on their work – with an adult – and identify their targets and next steps.

Primary Seven

There has been a clear improvement in classroom inclusivity and pupil engagement. Structured relationship building tasks, such as working in pairs and small groups have encouraged collaboration and mutual respect between pupils. Children are demonstrating greater confidence and empathy during shared tasks which has contributed to a more positive classroom ethos.

The physical environment has been adjusted to better meet a range of sensory needs. Strategies such as soft lighting, reduced noise levels especially during transitions and the addition of sensory resources have helped pupils self-regulate and return to learning quicker. This has been particularly supportive for ASN pupils, with some choosing to access resources and quiet space independently.

A school attendance team was created with a focus on improving attendance of pupils in quintile one and LAC pupils. A whole school focus on improving attendance was developed with information leaflets and posters on the impact of attendance and late coming shared with all families including a presentation at the open afternoon for all families. The Pupil Council also led a poster competition P1 to 7 with pupils designing posters encouraging families to establish good attendance and punctuality. These are now displayed throughout the school. The Pupil Council also created a podcast focusing on the impact of good attendance and punctuality which was shared with the whole school community and via social media. Posters, leaflets and the podcast were also shared as part of the primary one induction programme to ensure all families new to the school are aware of expectations. Similarly, the materials are also shared with all new families moving into the school as mid-session transfers and the information was again redistributed alongside attendance data on each pupil as part of the end of year summative report for each family. Attendance for most of our identified pupils improved from previous

session. Attendance for almost all pupils in quintile 1 improved and is more in line with average attendance for the whole school.

Next Steps:

- Further embed CICS scale as part of annual review and work collegiately to develop consistency of approaches to Physical Environment, Social Environment and Structures and Routines by creating agreed non-negotiables.
- Use CICS scale to reflect on and improve the shared open areas between class hubs.
- Develop the use of circle participation scale to identify targeted supports for pupils.
- Develop child and parent friendly information leaflet on the Circle Framework.
- Attendance team to analyse data to identify specific supports for children and families in quintile1 and LAC group to improve attendance further.
- Further expand opportunities for pupils in attendance target group to become involved in wider school achievements.

School priority 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: Curriculum Area & Subjects, Interdisciplinary Learning, Ethos and Life of the school and Opportunities for Personal achievement.

NIF Priority

Placing the human rights and needs of every child and young person at the centre

Improvement in children and young people's health and wellbeing

NIF Driver

school improvement school

leadership

teacher professionalism

HGIOS?4 QIs

QI 1.1 Self evaluation for self improvement

QI 1.2 Leadership of Learning

QI 1.3 Leadership of Change

Progress and Impact:

We have made good progress within this priority. All classes developed their class charter which also linked to the Vision, Values and Aims of the school ensuring children had a greater understanding of the UNCRC. The RERC management group across all Catholic schools within the authority has been re-established to share good practice, develop CLPL opportunities, ensure effective learning and teaching opportunities and strengthen transition. All staff participated in a self-evaluation questionnaire reflecting on keys aspects of Catholic teaching which was then analysed and shared at the October in- service day attended by all Catholic primaries. Staff also reflected on the importance of being a Catholic teacher and the 7 commitments within the Global Compact and how these relate to ongoing work in schools such as GIRFEC, Inclusion, Children's Rights and Sustainability. In School Groups staff then worked on self-evaluation linking How Good is Our School to the Charter for Catholic Education. This was followed by a Market Place developed by the RE co- coordinators from each school with exemplification of effective learning and teaching in Religious Education including the use of Learning Intentions and Success Criteria at P1, P4 and P7. During Catholic Education Week we worked in partnership with St. Ninian's and Holy Family to create a parish newsletter on the theme of 'Pilgrims of Hope' with each class working on this theme and contributing to a whole school display. Staff and pupils attended Catholic education week Masses in St. Flannan's and St. John of the Cross. This session we also included RE in our P7 transition lessons with the theme of 'Honouring Jesus Christ as the Way the Truth and The Life' led by RE teacher from St. Ninian's and Caritas pupils.

This session we have enrolled as a Laudato Si School with our prayer service led by Canon Tartaglia. We have established a Laudato Si committee led by our RE co-ordinator and our Outdoor Learning Champion Rights Ambassadors and Laudato Si Committee have linked to look at common themes with each class sharing their learning linked to Laudato Si and Rights through work on a Global or Local issue such as Fast Fashion. In outdoor learning all classes engaged in a range of outdoor learning experiences in the school grounds and local community. Our school garden has now been refurbished and we have begun working with the New Roots project as part of our work with the Whole Family Wellbeing Fund.

Next Steps:

- Continue to work on developing Laudato Si approach with the Laudato Si committee working alongside the Rights Ambassadors to develop common themes as we continue to work towards achieving our Gold Rights Respecting Schools Award. Each class will again share learning relating to the common themes through whole school assemblies and social media.
- Work in partnership with cluster colleagues to further develop Laudato Si and further links with Rights Respecting Schools such as working with St. Ninian's linked to their Rights Garden.
- Work with Catholic schools across EDC to celebrate the Jubilee Year of Hope developing links between Pope Francis Faith Award and Caritas Awards to support transition.
- Outdoor Learning to be a continued focus within Laudato Si work within the theme of 'Our Common Home.' This will be linked to our Rights work and Family learning as we continue to develop our New Roots project with the Whole Family Wellbeing Fund.

Progress in National Improvement Framework (NIF) priorities Improvement in

Improvement in Attainment, particularly literacy and numeracy

Achievement of Curriculum for Excellence levels have historically been broadly in line with or above national averages. Most children in P1, 4 and 7 are attaining expected levels in reading, writing, listening and talking and maths. In comparison to ACEL data for last session attainment has been raised in maths and listening and talking.

We will continue to analyse data diagnostically to address PRAG and implement targeted interventions in literacy and maths. It should be noted that some interventions require prolonged periods of time to ensure impact.

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

We continue to monitor progress and use data diagnostically to target interventions in literacy, maths and health and wellbeing.

In Literacy our combined data overall has increased by 2% to 79% with quintile one attaining at 76% (+7% since last session) with our attainment gap reducing and quintile one outperforming quintile five by 8%. In Maths our overall combined data is at 81% a reduction of 0.5% since last session. Quintile one has had an increase of 7% reducing our poverty related attainment gap to 2%.

Improvement in children and young people's health and wellbeing

During this session we have implemented the Circle classroom inclusion scale with all classes creating and evaluating action plans. All classes have daily check-ins with pupils, many are now also implementing Zones of Regulation also. Each class also has a Health and wellbeing Calm Box with access to a range of resources. Classes in P5-7 also implement the Compassionate Connected Communities lessons. During Mental Health week all classes participate in specific lessons and assemblies and contribute to a whole school display on positive Mental Health.

During Autism Acceptance week all pupils participated in assemblies and specific lessons relating to understanding neurodiversity with each class then contributing to a whole school display. As well as core nurture a wide range of bespoke supports are in place to support pupils individuals and small groups including Seasons for Growth, Liams, Hamish and Milo resources, Lego therapy, Comic Club and Yoga which helps children in exploring friendships, anxiety and transitions.

This session we have also developed a Sports Committee and achieved our Silver Sports Scotland Award with children participating in a range of opportunities in athletics, football, netball, dance and fitness. We also use have opportunities for families to become involved in a range of family learning opportunities to promote health and wellbeing including Families Connect, Trinity Tots, Outdoor learning, Family Fitness New Roots project.

Achievement of Curriculum for Excellence (ACEL) data

ACEL data at the end of June 2025				
	Reading	Writing	Talking & Listening	Numeracy & Mathematics
Early level by end of P1	most	majority	most	most
First level by end of P4	most	majority	almost all	most
Second level by end of P7	most	most	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 £52400 was spent of staffing, maths resources and IT to support the implementation of the spiral learning approach P1-7 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.

Health and Wellbeing

£9567. Through this intervention children have experienced a range of universal and targeted supports to improve health and wellbeing as detailed above. The children were also delighted to attain their Silver Sports Scotland Award.

Laudato Si/ Rights Respecting Schools and Family/Outdoor learning.

£5637 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 health and wellbeing of children and families. We have also refurbished our school garden and begun our New Roots project. This will be a continued focus next session. This approach also provided leadership of learning opportunities for our target group, providing them with contexts to apply their learning.

Additional learning resources to support PEBL and renew reading resources including support for reluctant readers and pupils with dyslexia

£12021 allocated. Through further developing PEBL approaches in P5-7 we have enabled children to take more ownership of their learning. This has enabled children to be more engaged, motivated and developed their enquiry skills. In Literacy we have started to implement new resources which have helped motivate reluctant readers and provided a much wider variety of engaging texts particularly for children who require support in reading. We will continue to develop these resources and will then look to implement reading recovery at a later date.

Self-evaluations of How Good Is Our School? (4th 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	Very good	Very good
3.2 Raising attainment and achievement	Good	Good

Summary of School Improvement priorities for Session 2024/25

- 1. Numeracy –Raising attainment / learning, teaching and assessment
- 2. Improvement of Wellbeing and Equity through Implementation of the CIRCLE Framework and improving attendance (Year 2)
- 3. Enhance the quality of learning and teaching in RE through engagement in Laudato Si and the Jubilee Year of Hope 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.