

Standards and Quality Report 2018-19

Context of the School

Giffnock Primary is situated in the suburban area of Giffnock in East Renfrewshire. The catchment area consists mainly of privately owned housing and also includes M.O.D. accommodation for families.

Giffnock Primary School was established in 1902 in the local church hall and the school moved to the present building five years later. An extension to the original building was completed a number of years ago, bringing the facilities and classrooms up to date.

The school is associated with Woodfarm High School. Cluster establishments associated with Woodfarm High are Thornliebank Primary, Braidbar Primary and Glen Family Centre.

Giffnock Primary has a well-established nursery provision. The nursery class is self-contained with its own entrance and distinct classroom with access to an outdoor play area. Access to the school can be gained through internal corridors.

The P1-7 school roll for session 2018-2019 was between 397 and 403 throughout the session and is currently 403. The nursery class a further 30 children in the morning and 28 in the afternoon.

Teaching staff allocation was 20.62 FTE including 1.0 for the Nursery class and 1.0 Support for Pupils Teacher. In line with national policy, the school implements an inclusive policy and has an additional staffing of 7 Pupil Support Assistants. Other support staff includes 1 Senior Business Support Assistant and 2 Business Support Assistants, 1 Senior Child Development Officer, 1 Child Development Officer and 1 0.5FTE Bilingual Support Assistant.

The school has a range of significant ethnicity groupings P1-7, including (approximately): White Scottish 66%; White British 11%; and Asian Pakistani 15%. In connection, 6.5% of our children use English as an additional language. With regard to the Scottish Index of Multiple Deprivation, 7% of our children are in deciles 1-3; 22% of our children in deciles 4-7; and 71% of our children are in deciles 8-10.

Giffnock Primary School is founded upon its core vision and values and we take pride in the importance of our 'Giffnock Family'; our care and inclusivity lie at the heart of school life. During the last three sessions we have developed our School Motto and School Values through whole school community collaboration:

'Working hard having fun,
That's the way we get things done.'

Respect
Inclusivity
Friendship
Kindness
Honesty
Determination

Improvement Plan Priorities

- **Reading:** to develop increasingly consistent, high quality learning experiences through professional development, developing more progressive planning structures and a shared understanding of effective pedagogy
- **Spelling:** to evaluate current practice and to develop effective guidelines, learning and teaching practices and pedagogy
- **Digital Technologies:** to embed our skills framework in order to deliver increasingly consistent, high quality learning experiences and to support this delivery through shared practice, moderation and professional development
- **Articulation of Learning and Profiling:** to enhance our children's ability to articulate their own learning journeys, including their key strengths and next steps, through implementing our whole school profiling system
- **Learner Participation, Leadership & Challenge:** to further evaluate learning and teaching practices and pedagogy to differentiation and challenge, including through: developing guidelines and sharing best practice regarding Collaborative Learning, Problem Solving and High-Order Questioning; to also enhance children's voice and leadership of learning through: Big Picture Planning and community learning experiences

Method of Gathering Evidence

- Analysis of Self-Evaluation and Improvement activities/ overview and Quality Improvement practices
- Robust staff/ peer evaluations as part of these practices, including assessment and moderation evaluations from ERC and Cluster held events: Numeracy and Mathematics
- Moderation/ evaluation activities and professional dialogue during school collegiate calendar
- Learners' evaluations of their learning experiences: learning conversations, Pupil Group dialogue and consultation, and pupil forum groups
- School Parliament established; to provide a school community forum for evaluations and the development of collaborative action
- Evaluations of learning portfolios and profiles, blogs and jotters; opportunities for dialogue and evaluations with children from a range of Pupil Groups
- Monitoring of learning and teaching, attainment and achievement throughout the year through Progress, Tracking and Achievement meetings and related, ongoing professional dialogue
- Monitoring and assessing the quality of long-term planning through professional dialogue meetings as part of the quality improvement calendar
- Analysis of annual standardised assessments (ERC and SNSA) to gather key information on pupils attainments in Literacy/ English and Maths
- Analysis of Developmental Milestones and Baseline data
- Collated responses from ERC questionnaires
- Identification of those at risk of lowest performing in Literacy and Numeracy and careful management of support to provide enrichment in targeted areas
- Staff and pupil audits/ questionnaires on key aspects of the learning and teaching environment

- Consultation and evaluations with a range of staff members regarding progress and school planning and developments, including teaching staff, PSAs, CDOs and clerical staff
- Varied and thorough consultation and evaluations from parents throughout the year, in a very broad range of ways including: whole school gatherings such as the Parent Council AGM, at our Curriculum Evening and at Parents' Evenings; assessments of five key priorities within the school improvement plan through the Parent Council including ongoing dialogue and updates; online questionnaires and surveys, including opportunities for written evaluation; opportunities for other evaluation through face to face dialogue; sharing of information, for example through leaflets or school newsletters; daytime and evening workshops and drop ins, including whole school, stage based and targeted focuses such as ASN
- Parental Engagement Calendar shared with Parent Council as part of regular consultation and evaluation of opportunities for parental engagement throughout the session; consultation with the wider parental community on this through whole school gatherings (including at Parents' Evenings) and through shared communication (such as our website and newsletters); reporting to parents, including formal end of year format
- Moderating the quality of work with schools of similar characteristics and of identified good practice e.g. Playful Pedagogy
- Observation of practices with learners and staff, and by managers through, for example, learning visits and learning walks where the focus is on the experiences of the learners. To monitor progress, identify areas of strength and for development
- Whole staff use of Professional Inquiry and extended collaboration regarding impact during collegiate time
- Varied focus group discussions with learners, teaching and support staff, managers, parents and partners to use feedback to evaluate our service and to make improvements.
- Evaluations of key transition times (nursery to P1; stage to stage; P7 to S1) at school and cluster level to improve successful practices
- Information from partnerships such as educational psychologist, social justice managers, school-based social workers, youth counsellors, campus police officer, school nurses, behaviour outreach, speech and language therapy, occupational health etc.

How good is our leadership and approach to improvement? (1.1, 1.2, 1.3)	
Evaluation: Very Good	
NIF Priority <ul style="list-style-type: none"> • Improvement in attainment, particularly in literacy and numeracy • Closing the attainment gap between the most and least disadvantaged children • Improvement in children's and young people's health and wellbeing • Improvement in employability skills and sustained, positive school leaver destinations for all young people 	School Priorities <ul style="list-style-type: none"> • Digital Technologies • Articulation of Learning and Profiling • Learning Participation, Leadership and Challenge
NIF Driver(s) <ul style="list-style-type: none"> • School leadership • Teacher professionalism • Parental engagement • Assessment of children's progress • School improvement • Performance information 	Local Improvement Plan – Expected Outcome / Impact <ul style="list-style-type: none"> • A culture of self-evaluation and continuous improvement in all schools and services • Practices and experiences which ensure that the needs of children, young people and adults are identified and addressed • Developing an empowered workforce through professional development and high quality CLPL • Higher levels of parental engagement in their children's learning and in the life of the school
Progress, Impact and Outcomes <ul style="list-style-type: none"> • The successful enhancement of and focus upon our Self-Evaluation Calendar and quality improvement mechanisms therein has enabled all staff to become more effectively involved in the wide range of self-evaluation processes. Self-evaluation processes have been a more integrated aspect of professional dialogue and collegiate time this session resulting in a more evaluative culture of professionalism • Following staff evaluations, we have developed our GPS Collegiate Overview which more effectively links together our priorities, targets, collegiate agreements and collegiate time. This is enabling most staff to better engage with and understand whole school themes and focuses. Again following staff evaluations, we are more successfully using assembly times to further enhance collegiality, sharing of best practice and professional development; a range of staff are utilising the assembly time to share successful practice and pedagogy, lead and/ or benefit from a range of CLPL and to also evaluate and develop school improvement planning priorities • Almost all of our staff and many of our parents and children have a shared understanding of the strengths and improvement needs of the school and we have made very significant progress in enhancing the involvement of parents/ carers in these processes including through our Parent Council and the introduction of our School Parliament • Giffnock has very robust processes and systems in place for the monitoring and evaluation of learning and teaching. Termly Tracking, Progress and Achievement Meetings enable class teachers and the Senior Leadership Team to carefully evaluate progress for all learners and put in place appropriate support measures and other practices as appropriate. This helps to ensure that all learners are successfully 	

challenged. We have introduced enhanced tracking and progress evaluations and meetings for our Nursery Class this session, also enabling more effective evaluation and the planning of next steps

- Digital solutions are effectively used to analyse data and identify trends, necessary procedural changes and support needs. Rigorous interrogation and analysis by the Senior Leadership Team is shared with staff throughout the session at progress meetings and during other collegiate times; targets, interventions and next steps are planned on the basis of these shared evaluations. The authority Tracking Database is a central tool in these evaluations, as are the Early Years Tracking Tools for Numeracy and Literacy. Many class teachers are more independently drawing upon these tools and data independently to analyse children's progress and to inform next steps. These evaluations have led to more effective planning and allocation of resources in meeting the needs of learners and improving outcomes and attainment. Our 'Class Overview' spreadsheet continues to be used by all class teachers to identify and more effectively support the needs of our children through identifying key aspects of their learning context, including and for example: their relevant SIMD (Scottish Index of Multiple Deprivation); the level of English language development, and their FME (Free School Meal Entitlement). This tool is used alongside other data analysis and the Tracking Database to inform professional dialogue at planning, Tracking, Progress and Achievement, Departmental, and other staff meetings. This supports the effective planning of strategies and resources to support all learners
- Analysis and evaluation of data is robustly embedded within especially strong cluster relationships. The CMG and other cluster committees share trends and data to plan and deliver more effective strategies. Data analysis is also being used to effectively support focused developments through the Schools Improvement Partnership Programme, evaluating attainment and achievement in Numeracy and specifically in the area of Fractions/ Percentages/ Decimals
- Working in close collaboration with partners such as East Renfrewshire Active Sports, we have embedded a more rigorous process for termly analysis of participation in extra-curricular activities across the school and have targeted cohorts of learners down to an individual level in order to more successfully engage our children in a range of experiences. Participation of targeted children has increased and our provision of extra-curricular clubs across the school is now continually evaluated and modified on a termly basis as a direct consequence of this enhanced analysis. Our Sports Committee Pupil Group has helped to lead an important part of these evaluations through whole school surveys and questionnaires
- We have very significantly enhanced our children's awareness and focus upon the evaluation of their own learning through the introduction of a progressive, whole school system for more successful articulation of learning. Our whole school guidelines for the use of evaluative language is allowing our children to more independently focus upon the skills that they are developing across the curriculum. Consequently, our children are becoming more able to successfully evaluate their progress and to meaningfully formulate next steps. During this session, we have fully implemented a successful and effective profiling system for all of our children which focuses upon Skills for Learning, Life and Work. From Nursery to P7, our children regularly update their profiles (Learning Journal Nursey; P1-P3 paper-based Learning Journey profile; P4-P7 online Learning Journey profile). These profiles are enabling all of our children to more successfully evaluate their learning, celebrate achievements, share progress with parents and to independently set more meaningful next steps in their learning
- Teachers, staff and children have all been successfully involved with improvement planning this session, including the dissemination of the school's priorities in order to more successfully engage a wider range of stakeholders in the improvement planning processes. Teachers, staff and children have been involved in the evaluations of strengths and areas for development. Our children have created a 'Family-Friendly School Improvement Plan', utilising Microsoft Sway and iMovie and our P7 House Captains questionnaire a significant proportion of our children to gather their evaluations about progress
- Our staff are more successfully looking outwards in order to develop enhanced learning

experiences and effective practices. During this session, and in direct connection with established development groups and key priorities from the school improvement plan, a range of staff have visited other educational partners within and out with our authority. These collaborations have had a direct impact upon policy, guidelines and pedagogical developments this session leading to improved learning experiences for our children

- We successfully recognise and celebrate a culture of achievement through our Awesome Achievers whole school systems. Children are given regular opportunities to evaluate and celebrate achievements across their lives. These achievements are evaluated and used to help set personal targets and next steps. Profiles are used to detail these evaluations and regular whole school assemblies, alongside displays and electronic sharing such as through our school Twitter feeds, celebrate and highlight a very wide range of achievements. Parents/ carers are engaged in the process through learning booklets sent home that provide opportunities for further dialogue about learning and progress
- Our whole school Leadership Framework significantly enhances the cultural importance of a broad, shared sense of leadership, leading to a greater range of high quality experiences being led by a variety of stakeholders
- Distributive leadership opportunities have been enriched for staff and almost all staff demonstrate exceptionally high commitment in their leadership of a range of aspects of whole school learning including: development groups; curricular developments and the sharing of effective practice; extra-curricular activities; cluster committees; pupil groups; competitions and other events for children (e.g. Euroquiz, football competitions and events in England, School Show and Authority Dance Competitions). These developments have significantly enhanced the opportunities and outcomes that our children benefit from
- The Senior Leadership Team have worked closely with a range of staff to mentor, advise and support their leadership skills and opportunities leading to enhanced professionalism and skillsets. Through our embedded Leadership Framework, the majority of our staff team lead a range of Pupil Groups, initiatives and development work aligned to our improvement planning. Distributive leadership is supported and encouraged through our Senior Leadership Team's mentoring and support. Our current Acting Principal Teacher role is further enhancing these processes and the successful candidate for this role has also significantly enhanced her own leadership skills through this culture of distributive leadership
- All staff have high expectations for our learners and a collective sense of ambition and commitment continues to raise expectations for all our children through staff leadership
- Pupil Voice and Leadership are especially strong at Giffnock and our children lead their own and other children's learning very successfully in a wide range of ways. Pupils help to collaboratively plan and organise learning targets and activities, engaging and motivating them in the learning process. Children lead a wide range of learning activities on a whole school level, including through inputs at assemblies and other gatherings. Pupils from across the entire age-ranges help to lead an especially wide variety of pupil groups and this significantly enhances the learning experiences that they and other children enjoy. For example: Pupil Council; Rights Respecting Schools Committee; Junior Road Safety Officers; Sports Committee; Support Buddies; Eco-Committee; Twitter Group; Young Leaders; and Peer Mediators. Our children have also shared examples of excellent practice, for example our Support Buddies presentation at the end of year authority Equalities Forum. The establishment of our School Parliament this session will further enhance our children's leadership of whole school development
- The implementation of Big Picture Planning has led to enhanced engagement and motivation for many children across the school. Children have been involved with the planning of learning experiences right from the start and have had much greater choice in those contexts within which they learn
- Through successful professional dialogue and collegiate working, alongside the formal PRD processes for all staff, we have clearly linked professional learning activities to both our improvement planning targets and our self-evaluation, ensuring that these developments are more coherent and meaningful
- All staff participate in individual and collective professional learning activities which

improve outcomes for learners. For example: Playful Pedagogy and Muddy Movers authority training is positively impacting upon the experiences of early years children; Numeracy and Literacy CLPL and collaboration with colleagues from within the cluster and out with the authority (for example the positive impact on learner's progress through School Improvement Partnership Programme work in Numeracy); digital technologies and professional learning have allowed a range of staff to lead collegiate inputs and twilight sessions for other staff, leading to enhanced classroom practice and improved experiences for children

- Through effective evaluation and collaboration, our CMG has led the development of a Cluster wide CLPL platform. This development has been led by a class based practitioner who has worked with a range of cluster based leadership team colleagues, periodically reporting back to the CMG. This new platform is complete and will be fully implemented from the start of session 2019-20. The intention is to provide a more accessible, user friendly digital solution for all colleagues across the cluster in supporting their empowerment and professional development. This development represents a significant investment and prioritising of CLPL as a means of improving learning experiences and outcomes, as well as in teacher agency and empowerment, across the cluster establishments
- Professional Inquiry has been embedded within our collegiate working and time has been successfully used to collaborate and share findings. Staff have also evaluated the need for further time to fully develop Lesson Study working and this has been agreed for session 2019-20. This will support the School Improvement Plan priority of developing an increasingly empowered staff team
- Through planned inputs from the Senior Leadership Team at collegiate gatherings and other professional dialogue opportunities, staff are gaining an improved working knowledge and awareness of national guidance and policies. This awareness is enabling staff to better connect macro and micro level educational issues and thereby plan more effective learning and teaching environments
- Our School Values, whole school development of a Growth Mindset and focus upon positive attitudes to learning and achievement continue to set a tone, foundation and context for all learning experiences
- Following our Education Scotland Inspection during January 2018 and their published findings in June 2018, we have implemented an action plan alongside our current School Improvement Plan. In collaboration with leadership colleagues from ERC, we are successfully targeting a range of key priorities as part of our leadership of change
- Consultation, opportunities for professional dialogue and collaboration across all staff members have resulted in a better, shared understanding of change and the pace at which this should be collectively implemented. This has been directly reflected in the working time agreement and improvement planning and priorities for session 2019-20

Next Steps:

- To continue to develop and enhance our culture of sharing effective pedagogical strategies and shared practices and to further enhance and extend the ways in which we drive improvement through enhanced staff agency and empowerment
- To further embed our School Parliament, including to embed Big Picture Planning across the school, as methods for enhancing children's leadership of their own learning
- To implement the aforementioned Cluster CLPL platform to enhance empowerment and professional development for all staff
- To fully embed our profiling system to support all children effectively evaluating their own learning and setting meaningful, independent next steps
- To further improve the methods by which all staff interrogate and utilise data including: teacher use of the ERC Tracking Database; Nursery Staff use of Early Years Tracking Tools (Numeracy, Literacy and HWB); use of whole school data from ERC Standardised Testing and SNSA; use of our Class Overview data; actions based upon our Pupil Participation tracking
- To further enhance and embed across the school: Self-Evaluation activities through our GPS Collegiate Overview; Leadership Framework; Pupil Voice including School Parliament

How good is the quality of care and education we offer? (2.2, 2.3, 2.4) Evaluation: Good	
<p>NIF Priority</p> <ul style="list-style-type: none"> • Improvement in attainment, particularly in literacy and numeracy • Closing the attainment gap between the most and least disadvantaged children; • Improvement in children's and young people's health and wellbeing • Improvement in employability skills and sustained, positive school leaver destinations for all young people 	<p>School Priorities</p> <ul style="list-style-type: none"> • Reading • Spelling • Digital Technologies • Articulation of Learning and Profiling • Learning Participation, Leadership and Challenge
<p>NIF Driver(s)</p> <ul style="list-style-type: none"> • Parental engagement • Assessment of children's progress • School improvement • Performance information 	<p>Local Improvement Plan – Expected Outcome / Impact</p> <ul style="list-style-type: none"> • An ethos of high expectations and achievement in every school and service • Use effective data analysis, evidence based-research and action and strategic leadership • A curriculum which enables all children, young people and adults to be successful, confident, responsible and effective in school, their work, their community and internationally • A culture based on Getting It Right For Every Child • Learners' experiences support them to develop their personalities, talents, mental, spiritual and physical abilities to their potential • Create Family Centred Approaches to learning communities, including strong parental engagement

Progress, Impact and Outcomes

- Staff have worked collaboratively to agree clear focuses for collegiate sessions, professional learning and development groups in direct relation to the key targets from the School Improvement Plan. Rationales, policy, planning and guidance documentation have been created in key areas of the curriculum, in particular in relation to pedagogical practices. Following our Education Scotland Inspection in 2018 and as part of the consequent action plan and our School Improvement Action Plan, development group work focused upon Collaborative Learning, Higher-Order Questioning and Problem Solving. Guidelines for more effective practice have been successfully developed and shared with staff and these will be fully implemented during session 2019-20
- In Numeracy and Mathematics, a development group led by staff has attended a wide range of ERC CLPL, which they then synthesised and shared with colleagues. Our new ERC Skills and Planning Framework has also been shared with staff so that all will be utilising this format from the start of session 2019-20. These developments will significantly enhance children's progressive learning experiences throughout the school
- In Reading, a development group led by staff has attended a wide range of ERC CLPL, which they then synthesised and shared with colleagues. Key focuses for whole school progressive learning have been identified as Reciprocal Reading and Critical Literacy, alongside Reading Recovery. Guidance for effective practice has been shared with all teaching staff and will be implemented across the school next session. ERC Planning formats have been evaluated and further development work next session will consider how best to implement these at Giffnock Primary. These developments will enhance children's progressive learning experiences throughout the school
- In Spelling, a development group has developed new guidelines for more successful, progressive teaching and learning of spelling. These guidelines will be implemented across the school during session 2019-20. Through this implementation, children's experiences and outcomes in spelling will be improved
- Collaborative work through a cluster committee over the last two sessions has created an agreed set of Cluster Skills for Learning, Life and Work which are successfully underpinning more coherent, progressive learning experiences across the school and in the transition to High School. Following development work at Giffnock, one of our teaching staff shared best practice with the cluster regarding Profiling and the central focus of these skills within this. This sharing led to cluster agreement on principles for Profiling in all cluster establishments. This will lead to a shared, enhanced development of these skills in experiences across the curriculum and will also support transition from P7 to S1
- Skills for Learning, Life and Work are an embedded focus for our long term planning of learning activities. Children are developing a heightened understanding of the application of these skills; our extensive parental and partners database has been used throughout this session to provide engaging and relevant learning experiences for children across the school, with a range of parents and partners leading learning. Our pupils have also participated in a number of events/ projects with a variety of community partners and businesses, including with Orchardhill Parish Church, local restaurants/ food establishments, council services and the library services
- Our Community Cafés are now an embedded part of our school calendar and have been a highly successful means of bringing families and our school community together
- We have successfully developed and run an enhanced range of workshops and information sessions for parents/ carers, in order to support parental engagement. These have included in the areas of Numeracy, Literacy, ASN and Digital Technologies. These developments contributed to Giffnock being awarded the Family Centred Silver Award by ERC this session
- A range of staff in our Early Years classes and beyond have accessed CLPL regarding learning through play and utilising a playful pedagogy. Opportunities for staff to share best practice have led to colleagues developing enhanced skills and awareness. Reciprocal learning visits with Eaglesham Primary School and dialogue with colleagues across the cluster and beyond have supported this awareness. A range of additional resources and the development of our learning environment are all supporting enhanced experiences for our children
- Guidelines and shared practices for a whole school, progressive system to scaffold and

support more successful pupil articulation of learning based upon the use of evaluative language is now embedded. Evaluations this session have resulted in children being able to more successfully articulate their progress and in identifying their next steps. This articulation has included Skills for Learning, Life and Work. These have now been incorporated into our aforementioned whole school profiling formats

- Highly significant development of a more sophisticated network of digital technologies has led to enhanced learning experiences across the curriculum. High quality resources have been invested in by both the authority and the school, including additional laptops, tablets and ActivPanels. The implementation of our Digital Technologies Skills and Planning Framework, alongside staff professional learning opportunities within the collegiate calendar, has also led to more progressive, engaging and stimulating learning experiences (for example using Microsoft 365 platforms and Google's G-Suite and Classrooms). Regular staff led twilight sessions and other collegiate inputs are further developing skills and innovation in this area
- Having evaluated the need to further develop our Assessment Framework through our Education Inspection during 2018, and in conjunction with the authority moderation activities, a development group led by staff has successfully developed a new format for Say, Make, Write, Do 'challenge' based assessments, which will further assess and evidence our children's progress. It will thereby strengthen the robust, broad range of assessment practices in our Assessment Framework that our staff team utilise and support further development of staff's understanding of assessment design so that they are better able to co-create meaningful assessments with their learners. This will be fully implemented by all staff during session 2019-20
- Children can confidently engage with and lead assessment strategies, including both peer and self assessment. A range of AifL strategies are an integral, embedded part of our assessment practices. Learners are increasingly able to successfully articulate feedback to one another and support the development of next steps with one another
- Our staff work closely with pupils and families through our Joint Support Team to ensure that successful support is accessed from a variety of partners. This year we have worked collaboratively to support pupils and parents with Educational Psychologists, Outreach Behaviour Team, NHS Oral Health Team, NHS Nurse delivering training to pupils, parents and staff, Glasgow Caledonian University, Occupational Therapists, Family First and Speech and Language technicians
- Through cluster collaboration, professional dialogue and shared effective practice, we have further developed our transition arrangements from Nursery to Primary 1, and from P7 to S1. With particular regard to the P7-S1 transition, a number of developments to the established transition programme have resulted in enhanced experiences of high school and learning styles and strategies. These have included our cluster P7 Residential Excursion, a resilience based cluster programme of workshops and a revised cluster learning festival open to all P6-P7s and their families. These enhanced transition arrangements are impacting positively upon our children's motivation and engagement, familiarity, knowledge and understanding, and confidence in how they will continue to learn and develop in a High School context.
- Our school environment has been carefully managed to allow resources which facilitate effective support of needs, for example in the development of resources to support Playful Pedagogy
- Our school supports a wide range of learning needs and the CLPL/ professional learning of a number of members of staff this session has further supported this. For example, we have Dyslexia Friendly status, fully trained Sleep Ambassadors and several staff trained in Mental Health awareness.
- Staff led pupil groups of senior pupils, who have been trained to support their peers' learning. Our Support Buddies, for example, support other children across the school with a range of learning needs including dyslexia and meares-irlen, whilst our Peer Mediators support other pupils with restorative practices. Our Support Buddies activities in this area were highlighted by both the authority and by Dyslexia Scotland this session. Our Reading Buddies support a wide range of our younger children in developing core reading skills. These practices are very significant in developing independent, confident learners who are able to relate to and support one another's social and emotional wellbeing
- Additional support groups have been led in order to further support and develop a range of

learning needs, for example through our Social Skills Groups, Seasons for Growth, Friendships Group, our Lego Group (a lunchtime based group which supports learners who benefit greatly from social and emotional development in this creative yet structured environment) and our 'Chill-Out' Zone in the playground (a quieter area for children, supported and led by senior pupils)

- Our Bilingual Support Assistant has provided a wide range of very successful support, focusing upon the 'Language of Learning' strategies to enhance the learning experiences of a significant minority of pupils at Giffnock. EAL support is an important aspect of this for our children, and parents/ families have been further supported in engaging with the learning of their children
- Our Level 1 Rights Respecting School status was evaluated and confirmed during this session, evidencing a range of enhanced experiences for our children
- Our children have benefitted from an extended provision of extra-curricular activities this session, including stronger links to local clubs and groups. Our Sports Heroes event in March included collaboration with a wide range of local groups and national sporting individuals including: local clubs for Cricket, Judo, Football, Rugby and Athletics. Closer ties with local clubs will remain a key focus in our tracking of Pupil Participation next session
- Cycle Scotland, parental support and the leadership of our Junior Road Safety Officers has enabled us to have a continued focus on promoting road safety and cycle training to make sure our pupils enjoy using their bikes and are knowledgeable about how to do so safely. Bikeability Levels 1 and 2 are a successful, integral aspect of the P6 curriculum, whilst Level 3 is also an established part of Primary 7 for those children who are able to participate. We have also enhanced the cycling experiences of our nursery class through introducing the Play on Pedals initiative and our children are now offered regular opportunities to develop these skills
- We have further developed the efficacy with which we use digital technologies to support a range of learning needs, leading to more effective support for children, for example through Ivona and Immersive Reader. We have also trialled Talk/ Text software as part of an ERC initiative, with our 'Tech Team' pupil group's evaluation being shared and commended by the authority
- Members of our Support for Pupils/ ASN team have also led CLPL sessions for Pupil Support Assistants at the school, enhancing their professional capacity and thereby the learning support that our children benefit from

Next Steps

- To fully implement guidance and best practice established through development group work, in the areas of Collaborative Learning, Higher-Order Questioning and Problem Solving, during session 2019-20
- To fully implement the Numeracy and Mathematics Framework and to prioritise professional development through CLPL opportunities and collegiate sharing
- To implement whole school progressive pedagogy in Reading and Spelling during session 2019-20, using the guidance created through development group work this session
- To implement the use of our revised Assessment Framework during session 2019-20
- To further develop learning experiences in collaboration with parents, partners and other agencies in our local community, including: intergenerational links with Orchardhill Parish Church; with local businesses; gardening and food based learning initiatives; through our Nursery Parental Group; through our School Parliament

How good are we at ensuring the best possible outcomes for all our children / learners?

(3.1, 3.2)

Evaluation: Very Good

NIF Priority

- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children;
- Improvement in children's and young people's health and wellbeing
- Improvement in employability skills and sustained, positive school leaver destinations for all young people

School Priorities

- Reading
- Digital Technologies
- Learning Participation, Leadership and Challenge

NIF Driver(s)

- Teacher professionalism
- Assessment of children's progress
- School improvement
- Performance information

Local Improvement Plan – Expected Outcome / Impact

- Improved reading, writing and mathematics throughout the years of the broad general education
- An improvement in the attainment of disadvantaged children and young people
- An increase in activities which support prevention and early intervention, improve outcomes and reduce inequalities
- Develop robust everyday practice in assessment and moderation
- Practices and experiences which ensure that the needs of children, young people and adults are identified and addressed
- Promote equality and equity throughout the curriculum

Progress, Impact and Outcomes

- The Very Good quality of provision for our children in terms of meeting their needs, ensuring wellbeing and in the inclusion and equality for all learners was highlighted in the findings from our Education Scotland Inspection in June 2018.
- The SHANARRI Wellbeing Indicators are especially well embedded within classes and almost all of our staff and children are able to articulate them confidently as part of their learning conversations. This evaluation has been supported was further highlighted as very successful practice during the last authority review in 2017, by our last Care Inspectorate inspection within our nursery class during their inspection in 2017, and through the Education Scotland Inspection in 2018. We have continued to develop this articulation across the school this session.
- Our children are encouraged and supported in leading the care and welfare of others. Our Support Buddies, Peer Mediators, Young Leaders and Playground Buddies have a significant impact upon the wellbeing of others and have also led a range of inputs at assemblies to further share and enhance learning
- Annual Child Protection training is delivered in accordance with statutory guidance
- Staff and children are trained in restorative practices and these are part of both children's and staff's daily interactions, including PSAs and Peer Mediator pupil group members
- A number of staff have also completed the authority's Behaviour Support Strategies training, which has greatly benefitted relevant children within the school this session
- Whole school themes, contexts for learning and events support a strong ethos of inclusion for our children, for example our Inclusion and Diversity whole school community gathering and celebration during Autumn 2018, involving Red Card to Racism learning experiences and support for the Plaster it Purple initiative for Glasgow Hospitals
- Our Rights Respecting Level 1 recognition has highlighted a range of ways in which our children are benefitting from the processes involved, placing the significance of children's rights at the centre of many aspects of school life, including class charters, display and communication. Almost all stakeholders in the school community have a shared understanding of the importance of these rights
- Our staff work closely with pupils and families through our Joint Support Team to ensure that successful support is accessed from a variety of partners. This year we have worked collaboratively to support pupils and parents with Outreach Behaviour Team, NHS Oral Health Team, NHS Nurse delivering training to pupils, parents and staff, Glasgow Caledonian University, Occupational Therapists, Speech and Language technicians
- Through professional dialogue and collegiate opportunities, staff are engaging with a range of local and national guidance and using it to impact upon enhanced learning experiences
- Staff utilise outdoor spaces with increasing effectiveness in order to promote wellbeing and positive relationships. Examples include our Gardening Club, children's leadership of their peers in physical activities/ play through the Young Leaders and Playground Buddies pupil groups, and Play on Pedal, Muddy Movers and Forest Schools strategies for our nursery class
- Our use of the Pupil Equity Fund monies to target Early intervention in literacy for our P1-P3 children has supported more successful development for almost all of the targeted children
- Our use of Reading Recovery strategies and practices has very significantly enhanced learning outcomes for all of the targeted children
- Focused Literacy and Numeracy support work, including through the use of the 'Five-Minute Box' strategies, has enhanced the progress of almost all of our targeted children
- Almost all pupils are attaining the appropriate levels and some have exceeded these
- In 2015-16, the proportion of pupils reaching their developmental milestones increased to 75% from 71% in 2014-15. In session 2017-18 this went up to 83%. In session 2018-19 the proportion was 90%
- Attainment in children achieving expected CfE national levels remains above the authority average in all four curricular areas, with all average percentages over 90%
- In Reading, for session 2018-19 our P1, 4 and 7 average for those children achieving the expected level was 92.5%. The authority 3-year target for 2019-21 is 92%
- In Writing for session 2018-19 our P1, 4 and 7 average for those children achieving the expected level was 91.2%. The authority 3-year target for 2019-21 is 91%
- In Talking & Listening, for session 2018-19 our P1, 4 and 7 average for those children

achieving the expected level was 90.9%. The authority 3-year target for 2019-21 is 95%

- In Maths, for session 2018-19 our P1, 4 and 7 average for those children achieving the expected level was 91.6%. The authority 3-year target for 2019-21 is 92%
- Our children have achieved significantly higher than average attainment in the authority, in both Maths and Reading within the authority P3, 5 and 7 authority standardised testing this session. These figures evidence that almost all of our children are making very good progress
- Over the last three sessions (2016-17; 2017-18; 2018-19), our whole school average for Maths is 104 and for Reading 103, both significantly higher than the authority average of 100. The average for the preceding three years (2013-14; 2014-15; 2015-16) was 96 for Maths and 98 for Reading
- In Maths, our school average for 2018-19 was 103
- In Reading, our school average for 2018-19 was 103
- The analysis of developmental milestones screening, baseline assessment and standardised tests is embedded as part of the improvement planning process. We have made very good use of the baseline and standardised assessment information and the pre-five summative report to ensure pupils continue to make successful progress in their learning. We also make very good use of standardised assessment information to identify strengths and areas for improvement at school level and for groups and individuals
- Opportunities for moderation at school, cluster and authority level are a routine aspect of our collegiate calendar and these experiences are heightening staff confidence in making accurate assessments and judgements
- Robust and rigorous tracking and progress systems are an integral part of our self-evaluation/ quality improvement mechanisms
- Pupil Voice and regular opportunities for almost all children to have a say about their learning experiences are an integral aspect of our classrooms, pupil groups and learning conversations
- Our Awesome Achievers, whole school system recognises and celebrates achievement for almost all children
- Attendance levels are high and are routinely monitored by the Senior Leadership Team. Exclusion rates are extremely low and our positive ethos of inclusion ensures that all children can succeed
- Establishing learning through the use of a Growth Mindset is now embedded across the school and dialogue (including learning conversations) with our children evidences that the majority of our children consider this both important and a positive part of their successful learning
- Achievements, ethos and the high quality of learning experiences have been more effectively shared within the school community this session, through the development of the school website, Twitter feeds and electronic newsletters. Parents, staff and children have evaluated a very significant impact upon shared understanding, aspirations and values within the community. Aspects of whole school life such as our parental assemblies, workshops, Community Cafes, intergenerational initiative, gardening and food learning experiences led by parents/ carers, and our School Parliament have all strengthened the ethos, values and sense of school community which directly impact upon our children's wellbeing

Next Steps

- To continue to develop the attainment of our children in both Literacy and Numeracy
- To support minority groupings/ cohorts of learners who are not making appropriate progress
- To further develop our use of digital technologies to enhance learning environments and to upskill a range of staff members through appropriate professional learning
- To further develop parental engagement in learning as part of a wider community engagement in learning experiences. This will include an extension of our school's learning community, in terms of global citizenship and national/ international partnerships to support enhanced learning experiences for our children
- To further develop Family Centred Approaches, with the aim of achieving gold status for our nursery and for the school over the next two sessions
- To broaden and embed alternative pathways for learners, including the cluster work through our Skills Champions

Pupil Equity Fund – How are we ensuring Excellence and Equity?

Pupil Equity Fund (PEF) monies have been spent on additional class teaching staff. This equated to 0.5 FTE additional teaching staff for Giffnock Primary during session 2018/19. This time focused upon the early intervention in Literacy. In particular, targeted groups of children in P1-P3 received additional teaching time focused upon identified aspects of core reading comprehension skills, phonological awareness and of phonics.

A clear baseline of attainment and achievement levels for these children was established at the start of session, alongside participation levels within the wider life of the school. Learning activities were co-ordinated and shared with class teachers and were also focused upon as part of our class Tracking and Progress termly meetings and also specific PEF Tracking and Progress termly meetings.

Detailed analysis has evidenced successful progress for almost all of our targeted children. Cohorts of learners across P1-P3 have made significant progress in their phonological awareness, application of phonics and in their reading comprehension skills. Planning has been put in place to continue to develop these focuses for session 2019-20.

What is our capacity for continuous improvement?

The capacity for improvement within Giffnock is very good. Our school is very well placed to achieve further improvement and has made strong progress this year. The school has enhanced both the self-evaluation practices and their impact upon teacher professionalism and children's experiences. Self-evaluation is an integral aspect of how we work and all almost all staff, parents and children are meaningfully involved in improving the life of the school. An ongoing cycle of monitoring and evaluation activities are culturally embedded. The whole school community has a clearer understanding of both our strengths and targets for continuous improvement, including the School Improvement Plan priorities. Children, staff and parents are involved with evaluating and agreeing school improvement priorities and our improvement planning documentation evidences clear and focused targets. Findings from our Education Scotland Inspection in June 2018 were very positive and supported the strong progress that our school is making, whilst supporting our evaluation and identification of key priorities; these recommendations have been incorporated within our School Improvement Plan during this session and are now in place also for session 2019-20. Professional learning opportunities and CLPL experiences are carefully planned to directly link to these priorities and areas identified for improvement.

The implementation of our Leadership Framework has led to greater opportunities for distributive leadership amongst our staff, whilst prioritising Pupil Voice and Leadership at the centre of our learning environment. Our collaborative work in establishing meaningful relationships with parents and carers this session has also strengthened our ability to enhance learning outcomes for our children in the future. Staff work very effectively as a team. We have a strong sense of collegiality and of sharing effective practice and we have plans in place to further enhance these facets next session. Staff are also increasingly able to look outwards and forwards in their practice, utilising shared experiences to enhance the learning and teaching environment for our children

Curricular and planning developments which enhance progressively planned, skills based learning across the school will provide a more effective foundation for enhanced learning experiences in the future and our improvement planning for next session will build upon this. We are clear about the key priorities, aims and values for our school community and the embedding of these next session will provide a foundation for increasingly successful outcomes for our children across the curriculum.

National Improvement Framework Quality Indicators

Quality indicator	School self-evaluation June 2019	Inspection evaluation: Education Scotland SIF June 2018
1.3 Leadership of change	Very Good	Good
2.3 Learning, teaching and assessment	Good	Good
3.1 Ensuring wellbeing, equity and inclusion	Very Good	Very Good
3.2 Securing children's progress / Raising attainment and achievement	Very Good	Very Good

School Improvement Priorities 2019-2020

Key Priorities:

School:

- **Literacy:** embed whole school guidelines, practices and pedagogy in Reading and Spelling and support effective delivery through CLPL and collaborative sharing of successful practice
- **Numeracy:** embed ERC Skills Framework and support effective delivery through CLPL and collaborative sharing of successful practice
- **Learner Participation, Leadership and Challenge:** increasingly differentiate learning effectively and challenge all of our children through implementing effective and progressive whole school teaching practices and pedagogy including: Collaborative Learning; Higher-Order Questioning; Problem Solving
- **Empowerment and Collaboration:** enhance high quality learning experiences for all children by increasing the opportunities for collaborative professional development, including through: Professional Inquiry; Lesson Study; Team-Teaching; collegiate sharing of best practice; and enhanced opportunities in our Cluster CLPL platform

Specific to Nursery Class:

- **Observations:** enhance the learning experiences of all of our children through further developing a shared understanding of effective practices when observing learners
- **Assessment:** further develop and implement a range of ways through which we effectively assess and track the progress and achievement of all our children
- **Challenging Learners:** further challenge all of our children through increasingly skilful use of observations to provoke high quality interventions and the scaffolding of learning experiences, including through the use of differentiated resources

Embedding developments and effective practice:

- Digital Learning
- Playful Pedagogy
- Child-led planning, including Big Picture Planning
- Assessment Framework
- Articulation of Learning: Profiling and Skills for Learning, Life and Work