



School Improvement Planning 2019-20

Our Progress and Priorities

Vision



- o Children first
- o Values based culture
- o Effective communication and engagement... our Giffnock Family

Context



- o Curriculum for Excellence (CfE)
 - o Experiences and Outcomes
 - o Broad range of policy and guidelines

- o Authority IP> Cluster IP> School IP

Giffnock: School Improvement Plan (SIP) 2019-20



- o Overview of targets and document
- o Full SIP through:

<https://blogs.glowscotland.org.uk/er/Giffnock/files/2019/08/Giffnock-Primary-School-SIP-201920.pdf>

Giffnock: SIP 2019-20



- o Key priorities: focuses for our school community
 - o Literacy: particular focus upon Reading
 - o Numeracy: experiences and progression
 - o Challenge and Child-led Learning (including key focuses of Collaborative Learning, Problem Solving, Higher-order questioning)
 - o Empowerment and Collaboration (for all stakeholders)

Summary of School Improvement Key Priorities for Session 2019 – 2020

Key Focus: To raise attainment, achievement and opportunities for personal growth and development for all children

School:

Literacy	<p>To develop increasingly consistent, high quality learning experiences for all our children through:</p> <ul style="list-style-type: none"> • a progressive, coherent implementation of the ERC Literacy Strategy, including developing our planning framework • implementing whole school, progressive teaching and learning pedagogy and practice in Reading, including Reciprocal Reading and Critical Literacy • implementing whole school, progressive teaching and learning pedagogy and practice in Spelling
Numeracy	<p>To develop increasingly consistent, high quality learning experiences for all our children through:</p> <ul style="list-style-type: none"> • embedding effective, whole school and coherent use of the ERC Numeracy Framework • developing shared, progressive and successful learning and teaching methods and practices across the school
Challenge and Leadership	<p>To increasingly differentiate learning effectively and challenge all of our children through:</p> <ul style="list-style-type: none"> • implementing effective and progressive whole school teaching practices and pedagogy including: Collaborative Learning; Higher-Order Questioning; Problem Solving <p>To enhance achievement through greater opportunities for children's voice and leadership of learning by embedding:</p> <ul style="list-style-type: none"> • Big Picture Planning; practices for children's articulation of learning and profiling of their achievements and skills; learning through exploration, creativity and problem solving, including Playful Pedagogy; meaningful, relevant Pupil Group leadership and participation, including the School Parliament
Empowerment and Collaboration	<p>To enhance high quality learning experiences for all children by:</p> <ul style="list-style-type: none"> • 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 • enhanced opportunities for children, families and partners to lead learning collaboratively in our learning community

Specific to Nursery Class:

Observations	To enhance the learning experiences of all of our children through further developing a shared understanding of effective practices when observing learners
Assessment	To 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	To 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



Family Friendly SIP to follow

- o Primary 7 leadership and process
- o To share with whole school community during Autumn 2019



CfE levels and Assessment

- o Report information clarification – Levels and M/ W/ A
- o Assessment Framework
 - o Summative
 - o Standardised testing only one aspect of this
 - o Formative



CfE levels and Assessment

- o Scottish National Standardised Assessments P1/4/7
 - o No comparator for other schools provided
 - o National 'bell curve' (20/60/20 – score range 6-7/ 8-9/ 10-14) and Giffnock's (40-60% in 10-14)
 - o ERC 'bell curve' for year 1 much higher than national
 - o No Giffnock PS yearly patterns yet
- o ERC Standardised Assessments P3/ 5/ 7 – providing more data/ trends at this time
- o Note: scores only one part of wider assessment

Giffnock Attainment 2018-19



Progress in attainment:

CfE Judgements P1/4/7 meeting or exceeding national targets:

	Reading	Writing	Maths
2016/17	92%	92%	93%
2017/18	94%	89%	91%
2018/19	93%	91%	92%



STANDARDISED TESTING: 2018-2019

ERC Standardised Test average for all primary schools = a score of 100

Whole School Results:



	Maths	Reading
2011-12	95	99
2012-13	97	98
2013-14	95	99
2014-15	96	99
2015-16	96	95
2016-17	101	103
2017-18	108	104
2018-19	103	103
3 session average 2016-17 to 2018-19	104	103

Giffnock: SIP 2018-19



Measuring Impact and Progress

- o Aspects of learning hard to quantify:
 - o School ethos and values
 - o Strength of school community
 - o Environment
 - o Pupil participation and leadership
 - o Attitudes towards learning – Growth Mindset; Resilience; Determination
 - o A culture of successful learning and engaging families



Parental Engagement

- o Our children learn best when home and school work together
- o 'Involvement' versus 'Engagement'
- o Ways that work for our families: digital communication; workshops; parent and child experiences; supporting learning activities; Parent Council and events; Community Cafes; School Parliament; Assemblies; Parents' Evenings...
- o Parent Council as part of these ways: plans for sharing at November Parents' Evening to encourage volunteering