

Learning, teaching and assessment



- ✓ The school has an inclusive, nurturing and welcoming ethos where children and staff feel valued and relationships are extremely positive.
- ✓ Learners have increasing opportunities to make choices and take responsibility for their learning.
- ✓ Children across the school and nursery class are motivated by the range of interesting learning experiences that allow them to develop skills in practical and relevant contexts.
- ✓ The quality of teaching across the school is consistently very high and is engaging children very well in their learning. Staff have high expectations of all children.
- ✓ In the nursery class, practitioners are nurturing and very sensitive to individual children's needs and interests.
- ✓ Almost all children across the stages regularly access digital technologies in order to enhance their learning.
- ✓ Staff across the school community are fully committed to undertaking professional learning. They routinely share aspects of good practice and lead a range of initiatives at class and whole-school levels.
- ✓ The school's data over the past three years demonstrates consistently very good levels of attainment in literacy and numeracy.

Next steps

- ▶ Staff should continue to share best practice in order to provide consistently high quality teaching and learning experiences that meet the needs of all learners.
- ▶ Senior leaders should continue to support practitioners in their use of effective questioning to encourage children's curiosity and creativity.
- ▶ The school should continue to focus on a small number of identified improvement priorities.
- ▶ Senior leaders should continue to support practitioners to implement the learning gained from the wide range of professional development opportunities offered.

More detail on each of these priorities can be found in the school improvement plan which is available on the school's website.

Recommendation

Overall the school and nursery class have made very good progress in meeting the recommendations from the Education Scotland report of June 2018.

The Education Department is confident that the Head Teacher will continue to drive improvement in the school and nursery class and therefore has no further plans to visit in relation to the report of June 2018. The Quality Improvement Service and the link Quality Improvement Officer will continue to work with and support the school to ensure continuous improvement.



Education Scotland
Follow-through leaflet

East Renfrewshire Council
Giffnock Primary School
January 2020



**Everyone Attaining, Everyone Achieving
through Excellent Experiences**

Education Scotland inspection January 2018

Education Scotland carried out an inspection of Giffnock Primary School and Nursery Class in January 2018. A report on the standards and quality of the school was published in June 2018.

The school was evaluated as follows:

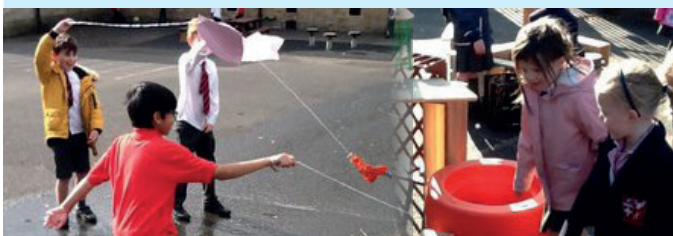
Leadership of change	Good
Learning, teaching and assessment	Good
Raising attainment and achievement	Very Good
Ensuring wellbeing, equality and inclusion	Very Good

The nursery was evaluated as follows:

Leadership of change	Good
Learning, teaching and assessment	Good
Securing children's progress	Good
Ensuring wellbeing, equality and inclusion	Very Good

Education Scotland identified the following areas for improvement:

- ▶ Staff should take steps to focus on a smaller number of key priorities for improvement over the year that meet the needs of the school. Staff should ensure all initiatives are more clearly focussed on raising attainment and achievement for all learners.
- ▶ Improve approaches to planning learning, teaching and assessment to ensure consistently high quality experiences across the school. Staff should make sure all children are appropriately challenged and children should be more involved in leading their learning in order to maximise outcomes for all.



Follow-through visit January 2020

Following the Education Scotland inspection a follow-through review of the school was carried out by East Renfrewshire Council Education Department in January 2020. This leaflet is a summary of Giffnock Primary's follow-through report and highlights the improvements made by the school since the Education Scotland inspection.

Key strengths

The following key strengths were identified by the team:

- ✓ The positive learning climate across the school and nursery. Children are very motivated and engaged in their learning and they attain and achieve very well.
- ✓ The leadership of the head teacher in creating a strong collaborative team.
- ✓ The professional learning opportunities for staff which have led to improvements in the quality of learning and teaching across the school and nursery class.
- ✓ Partners and parents work very well with the school and nursery to support and enrich children's learning. Children achieve success through a wide range of opportunities offered.



**WORKING HARD
HAVING FUN
THAT'S THE WAY WE
GET THINGS DONE**

Leadership of change

- ✓ The head teacher and senior leadership team have created a very strong culture of collaboration and leadership at all levels. The senior leadership team and all staff share a clear vision for Giffnock primary school and nursery class.
- ✓ All staff share a common, well-developed understanding of the school's priorities for improvement and are fully involved in taking these forward.
- ✓ There are effective systems in place that ensure equity for all.
- ✓ There are many opportunities for children to celebrate their learning. They are encouraged to have positive attitudes to their learning and strive to do their best.
- ✓ Relationships are very positive amongst staff, between staff and children and across the school community. The school's values of Friendship, Inclusion, Respect, Determination, Kindness and Honesty are embedded across the life and work of the school and nursery.
- ✓ All staff value the chance to learn from one another and work collaboratively with children, parents and partners.
- ✓ The head teacher works to promote an empowered school community. Through building trust and working collaboratively, he is developing a supportive and empowering culture.
- ✓ All children are growing in confidence through developing their own leadership and participating in making decisions about the school community.

