



# Giffnock Primary School



## Standards and Quality Report

Session: 2019 - 2020

*Information for Parents*

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

## The Standards and Quality Report

Our Standards and Quality Report highlights and celebrates the wide range of achievements at Giffnock Primary School and the progress made in the implementation of our School Improvement Plan 2019-20. This leaflet summarises our full Standards and Quality Report and key aspects of our progress, highlighting the impact that this has had on our children and our learning community.

## Key Achievements for Session 2019-20

- ✓ Children are making very good progress across the Curriculum for Excellence (CfE) levels with many achieving beyond the expected level for their age group
- ✓ In East Renfrewshire's Standardised Tests we have again made significant improvements in both Maths and English, with 2019-20 being the highest set of results at Giffnock Primary ever
- ✓ 'Very Good' / 'Excellent' Evaluations on progress externally assessed by both East Renfrewshire Council and the Care Inspectorate in January 2020
- ✓ Very significant increase over the last three sessions in the number of our children reaching their Developmental Milestones in Primary 1
- ✓ Our whole school community has further developed around our core School Values, Vision and aims, including our School Parliament and Intergenerational learning projects
- ✓ Enhanced Pupil Voice, Participation and Leadership across school life
- ✓ Significant increase in the breadth of opportunities for wider achievement and extra-curricular experiences, with greater participation across the school
- ✓ Improved communication and heightened Parental Engagement in supporting STEM, Food Technologies, Literacy and Numeracy activities

## Raising Attainment

### Numeracy and Maths

- ✓ Our skills-based approach to learning and teaching is providing greater consistency and supporting more effective learning
- ✓ Whole school development of mental maths strategies, including Number Talks, has supported increased levels of attainment
- ✓ In East Renfrewshire's standardised tests (Maths), P3, 5 and 7 all made significant improvements. Our school average for all three stages increased by 6 points from 103 to 109, now well above the authority average of 100
- ✓ Over the last three years, our average for P3, P5 and P7 in Maths is 107
- ✓ Over the last three full years, in Maths for Primary 1, 4 and 7 combined, 93% of all children have achieved or exceeded expected national Curriculum for Excellence levels, well above ERC authority averages
- ✓ A number of our Primary 7 children achieved commendation in nationally recognised maths awards

### Literacy and English

- ✓ We have developed clear curriculum and planning pathways across all areas of Literacy, including embedding our new Spelling Framework
- ✓ Effective and high quality learning and teaching activities have been enhanced in the areas of Reading and Spelling, with greater consistency in delivering high standards of experiences for all our children
- ✓ In East Renfrewshire's standardised tests (English/ Reading), P3, 5 and 7 all made significant improvements. Our school average for all three stages increased by 5 points from 103 to 108, well above the ERC average of 100
- ✓ Over the last three years, our school average across P3, P5 and P7 in English/ Reading is 105
- ✓ Over the last three full years, in all areas of Literacy for Primary 1, 4 and 7 combined, 93% of all children have achieved or exceeded expected national Curriculum for Excellence levels, well above authority averages

## Self-Evaluation and Leadership

- Our self-evaluation and quality improvement processes have been enhanced and whole staff self-evaluation activities are now more robust and consistent
- Our whole school Leadership Framework is embedded, promoting a more effective culture of distributive leadership across all stakeholders
- The range of ways in which our children can lead and develop their own learning has been significantly enhanced, including through 'Big Picture Planning' where our children lead the themes through which they learn, an extension of the Pupil Groups at Giffnock Primary, and our School Parliament
- Across the school, all children are especially well engaged in their learning. Whole school teaching practices and strategies for collaborative learning, problem-solving and the use of higher-order questioning are further enhancing consistently high quality learning experiences
- Enhanced use of data analysis in our evaluations is leading to more successful targeting of strengths and areas for improvement. We are better able to target specific cohorts of learners and their needs and we are more robust and progressive in our analysis as a whole staff
- Our follow through ERC Review during January 2020, led by a team of external Quality Improvement Officers and Head Teachers, evaluated Very Good progress in all areas of Learning & Teaching and evidenced significant development in the consistency of high standards across our school
- The Care Inspectorate inspection of our Nursery class during January 2020 evaluated Very Good and Excellent findings for all areas, evidencing very high standards of practice

## High Quality Learning Experiences and Outcomes

- In Literacy, we have developed a more effective policy and set of guidelines, alongside more progressive and skills focused planning structures. We have also created an overview of successful practices and resources which all staff have shared, leading to more consistent and improved experiences for our children
- In Maths, we have successfully embedded: the use of a more progressive, ERC planning framework; an agreed 'Mental Maths Map' for shared, effective practice; Mental Maths planners incorporating the progressive use of Number Talks; and progressive guidelines for the use of Number Talks strategies. These developments are significantly enhancing children's experiences across the school
- Significant development of a more sophisticated network of digital technologies has led to enhanced learning experiences across the curriculum
- Across our school, our children are more regularly learning through active, playful and creative ways. Skills for Learning, Life and Work (such as Leadership, Evaluating and Resilience) are being enhanced through whole school focuses
- Early Years learning experiences and outcomes in a play-based pedagogy have been significantly improved through professional development and shared practice
- Our Early Years learning environment has undergone significant re-organisation and improvement, supporting increasingly engaging and effective experiences
- Across the school, we have enhanced the ways in which our staff team learn, collaborate and share best practice, leading to improvements in consistency of outcomes for our children

## Health & Wellbeing

- ✓ Our School Vision, Values and Aims are embedded and well understood across the entire learning community. Our six School Values, Growth Mindset developments and our Positive Behaviour Management Guidelines are all also embedded as a foundation for all other learning
- ✓ The SHANARRI Wellbeing Indicators are now especially well embedded and almost all of our staff and children are able to articulate them confidently as part of their learning
- ✓ Close tracking and monitoring of those children participating in extra-curricular activities has led to targeted support for specific cohorts. This has in turn led to higher participation rates across the school
- ✓ We utilise a nurturing, relationship based approach across our school, both in whole class situations and also with targeted cohorts. Our Learning Centre has developed innovative approaches to targeting individual needs within an inclusive and nurturing environment
- ✓ Our House System, Pupil Groups and School Parliament have been developed, further supporting effective Pupil Voice and Leadership
- ✓ We continue to enhance and develop the ways in which we work with families, partners and other agencies to meet a broad range of learning and support needs for all of our children. Our Intergenerational partnerships in particular have been highlighted by external agencies including Education Scotland
- ✓ Whole school themes, contexts for learning and events support a strong ethos of inclusion and diversity
- ✓ Outdoor spaces are utilised with increasing effectiveness in order to promote wellbeing and positive relationships, e.g. our Gardening Club, Young Leaders and Playground Buddies pupil groups, Play on Pedal, Bikeability, Muddy Movers and Forest Schools strategies for our nursery class

## Recognising Achievement

- ✓ Our Awesome Achievers whole school system supports our children's progressive, regular and routine evaluations and celebrations
- ✓ Sports Scotland Gold Award status
- ✓ Eco-School Green Flag status
- ✓ Rights Respecting School Level 1 status
- ✓ Cycle-Friendly School status
- ✓ A growing, more varied range of opportunities for our children to achieve, including through extra-curricular experiences
- ✓ A range of our school teams/clubs have successfully participated in netball, football, badminton, tennis, cricket and dance competitions
- ✓ School Choir performances in the local community such as the 'Big Sing' event, entering the Glasgow Music Festival and reaching the Scottish Glee competition finals
- ✓ Winners of the Scottish award in a national languages competition for our P7 French entry
- ✓ Enhanced school community communication and sharing through: electronic newsletters, School Twitter feeds and re-organised school website

## Key Next Steps

- ✓ To support the Health & Wellbeing of children, staff and families as they re-engage with school life following our school closure due to Covid-19
- ✓ Develop policy, guidelines and effective practices to support safe and successful learning following our school closure due to Covid-19
- ✓ To continue to develop the highest quality of learning experiences for all our children, based upon professional development, collaboration and the successful sharing of best practice across all of our staff team.  
Pedagogical development in Play-based learning, Collaborative Learning, Problem-Solving and Higher-Order Questioning will be key aspects of this

## Read the whole report

We hope that this summary document gives you a clear overview of our school's achievements and progress during session 2019-20. The detailed Standards and Quality Report can also be viewed on our school website:

[Standards and Quality Report 2019-20](#)

As always, we thank you for your ongoing support and welcome your evaluations and feedback.





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