



Standards and Quality Report 2019-20

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 2019-2020 was between 394 and 401 throughout the session and is currently 394. The nursery class a further 30 children in the morning and 30 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, 4 Child Development Officers, 3 Early Years Playworkers (15hrs PCW each) and 1 0.2FTE 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

- **Literacy:** to develop increasingly consistent, high quality learning experiences through implementing whole school and progressive learning and teaching methodology, developing more progressive planning structures, and implementing our newly developed Spelling framework across all stages of the school
- **Numeracy:** to develop increasingly consistent, high quality learning experiences for all our children through embedding effective, whole school and coherent use of the ERC Numeracy Framework, and developing shared, progressive and successful learning and teaching methods and practices across the school
- **Challenge and Leadership:** to 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; 'Big Picture' Planning (led by the children's ideas); Profiling; Pupil Participation, including the School Parliament
- **Empowerment and Collaboration:** to enhance high quality learning experiences for all children by increasing the opportunities for collaborative professional development, including through Professional Inquiry, Lesson Study, Team-Teaching and the collegiate sharing of best practice

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: STEM
- 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) to gather key information on pupils attainments in Literacy/ English and Maths
- Analysis of Developmental Milestones and Baseline data
- 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; assessments of the school improvement plan in collaboration with 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 areas such as Numeracy and 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. Literacy and 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.
- 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	
<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"> • Literacy • Numeracy • Challenge and Leadership
<p>NIF Driver(s)</p> <ul style="list-style-type: none"> • School leadership • Teacher professionalism • 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"> • 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
<p>Progress, Impact and Outcomes</p> <ul style="list-style-type: none"> • During January 2020, an authority-led follow through inspection of the school was completed, in order to assess progress made from our Education Scotland Inspection in 2018. The inspection was led by two ERC Quality Improvement Officers and two ERC Head Teachers from other primary schools. 'Very Good' progress was evaluated in all areas and a wide range of learning and teaching practices were highlighted as highly successful, including aspects of outstanding practice • During January 2020, our Nursery Class was also inspected by the Care Inspectorate. Two overall evaluations were provided, one of 'Excellent' and the other of 'Very Good', highlighting outstanding and sector leading examples of successful practice • 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 further 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 embedding 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 over the last two sessions, 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, Literacy and Health & Wellbeing. 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 children's profiling of their learning. This system has been developed over the last four sessions and is based upon the children's ability to effectively evaluate their own strengths and to identify their next steps. 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 Nursery; 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 worked in collaboration with other educational partners within and out with our authority. For example, in Numeracy we have worked alongside colleagues from Education Scotland and other settings to plan and deliver school community Numeracy Events (such as 'Puzzles and Pizza') focused upon core mental maths agility. These were very well evaluated by parents, teachers and Education Scotland and have supported the use of school taught strategies and methods in the home environment
- 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, or access through Glow accounts, 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. An important example of this culture of leadership this session was in the area of Modern Foreign Languages, where one of our class teachers independently took on the leadership of a French song/ video entry to a national competition involving all of our P7 children. The song was awarded the area prize for all Scottish entries
- 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
- 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; Digital Leaders; Young Leaders; and Peer Mediators. Our children have also shared examples of excellent practice, for example through our leadership of an authority wide Digital Leaders Forum again this year. The embedding of our School Parliament this session is further enhancing our children's leadership of whole school development

- The embedding 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 is providing 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 extended and embedded within our collegiate working and time has been successfully used to collaborate and share findings. An enhanced model of Lesson Study which links closely with the School Improvement Plan priorities has been successfully implemented, with all teaching staff working in trios to share, moderate and enhance learning and teaching methods alongside 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
- 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

Next Steps:

- With regard to the impact of Coronavirus and our specific improvement planning for session 2020-21, we plan to focus upon three key factors: Health & Wellbeing for children, staff and parents/ carers; Re-engagement and Recovery for our children's learning practices and processes; evaluation and adaptation of our Curriculum and Pedagogy as appropriate
- 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

How good is the quality of care and education we offer? (2.2, 2.3, 2.4)	
Evaluation: Very 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"> • Literacy • Numeracy • Challenge and Leadership • Empowerment and Collaboration
<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
<p>Progress, Impact and Outcomes</p> <ul style="list-style-type: none"> • 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 were developed and shared with staff during session 2018-19 and these have been successfully implemented during session 2019-20 • In Numeracy and Mathematics, a development group led by staff has attended a range of ERC CLPL, which they then synthesised and shared with colleagues. Our new ERC Skills and Planning Framework has also been successfully implemented across the whole school. In addition, our Numeracy Development Group led by staff this session evaluated and shared best practice in the areas of mental maths, including the use of Number Talks, and in the use of concrete/ pictorial/ abstract strategies and resources. Following lockdown due to Coronavirus as of 23rd March, aspects of the Development Group's work were not able to be fully completed and progress on these will be further evaluated at an appropriate time. Nonetheless, these developments have significantly enhanced children's progressive learning experiences throughout the school • In Reading, our Development Group led by staff has used our ERC Literacy Strategy and 	

attended authority CLPL to support the practice of the teaching staff. Key focuses for whole school progressive learning were identified as Reciprocal Reading, Critical Literacy, and Reading Recovery; the group have collaboratively evaluated aspects of progressive best practice in this area and supported its use through team-teaching, professional dialogue and collegiate sessions. In addition, ERC Planning formats have been evaluated and developed in order to suit our practice at Giffnock Primary and these will be fully implemented during session 2020-21. Following lockdown due to Coronavirus as of 23rd March, aspects of the Development Group's work were not able to be fully completed and progress on these will be further evaluated at an appropriate time. Nonetheless, these developments are enhancing children's progressive learning experiences throughout the school

- In Spelling, our Spelling Framework and guidelines have been implemented across the school this session, including sharing active home learning strategies with all families. These have been positively evaluated and, through this implementation, children's experiences and outcomes in spelling are being improved. Initial class assessments and lesson observations support this. Planned diagnostic assessments for session 2020-21 will further support ongoing evaluations
- 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 and through our 'intergenerational' projects, 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. In Numeracy, we have collaboratively worked alongside colleagues from out with ERC, including Education Scotland, to plan and deliver family learning sessions which have been very positively evaluated and we will aim to build upon these successful formats in the future
- 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. 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 our 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 which have been fully implemented across all stages of the school
- 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 developed a new format for Say, Make, Write, Do 'challenge' based assessments during session 2019-20, which enhances how we 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 has been fully implemented during session 2020-21 and will continue to be reviewed going forwards
- 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

- 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 continued to work 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
- 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, Nurture based approaches and our 'Learning Centre', highly significant small group support for a range of targeted children across the school
- 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 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
- During April 2020, we had arranged and prepared for a Rights Respecting School status evaluation to be conducted by third parties from the Rights Respecting School organisation; it was hoped that our Gold status would be assessed and confirmed. Following lockdown due to Coronavirus in March 2020, this assessment was not able to be completed however we will resume with this work/ inspection process at a future, appropriate time
- Our children have benefitted from an extended provision of extra-curricular activities this session, including stronger links to local clubs and groups. Closer ties with local clubs will remain a key focus in our tracking of Pupil Participation and providing successful paths to ongoing, positive experiences for our children
- 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. Aspects of our Bikeability planning were not able to be completed due to the Coronavirus lockdown but will remain an integral part of our planning going forwards
- During November 2019, we again led, planned and hosted the second annual authority meet for Digital Leaders from across ERC, with eleven schools represented including Woodfarm High School and a range of teaching staff. A breadth of strategies, resources and other applications were successfully shared and evaluated, leading to enhanced learning experiences for children at these schools and ours. Through our leadership, this collaboration is becoming a more embedded aspect of Digital Leaders practice across the authority and we will aim to continue this work going forwards

- 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 the use of Read/ Write software which has been very positively evaluated by children, parents and staff
- 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

- With regard to the impact of Coronavirus and our specific improvement planning for session 2020-21, we plan to focus upon three key factors: Health & Wellbeing for children, staff and parents/ carers; Re-engagement and Recovery for our children's learning practices and processes; evaluation and adaptation of our Curriculum and Pedagogy as appropriate
- To further embed guidance and best practice established through development group work, in the areas of Collaborative Learning, Higher-Order Questioning and Problem Solving
- To further embed the Numeracy and Mathematics Framework and to prioritise professional development through CLPL opportunities and collegiate sharing
- To further embed whole school progressive pedagogy in Reading and Spelling
- To further embed and continue to evaluate the use of our revised Assessment Framework
- 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 <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"> • Literacy • Numeracy • Challenge and Leadership • Empowerment and Collaboration
NIF Driver(s) <ul style="list-style-type: none"> • Teacher professionalism • Assessment of children's progress • School improvement • Performance information 	Local Improvement Plan – Expected Outcome / Impact <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • We have very successfully extended and developed the ways in which we support our staff team's professional development, agency and empowerment. Significant, additional collegiate time and practice have been invested in these areas, including through our Working Time Agreement in the areas of Professional Inquiry and Lesson Study. A higher proportion of collegiate meetings and dialogue have focused upon the sharing of best practice and opportunities for moderation and meaningful professional dialogue. We have also further developed the ways in which our Cluster CLPL platform is being used to enhance professional development opportunities. Collectively, all of these aspects will continue to enhance our staff's capacity to deliver high quality learning experiences for our children • 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 and 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 • During session 2018-19, whole school guidelines for promoting positive behaviour were led 	

by a group of our Primary 7 children and formally agreed by our School Parliament during the summer term. These have been successfully implemented by all classes across the school this session and shared with the entire school community. Evaluations so far indicate a very good understanding of these guidelines by the children and evaluations during the authority review in January 2020 in this area were extremely positive

- 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 2019, involving Red Card to Racism learning experiences and support for the Plaster it Purple initiative for Glasgow Hospitals
- Our aforementioned Rights Respecting School developments are an important whole school aspect which place 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 'Number Sense' and 'SEAL' 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% and in session 2019-20 this has reached 97%
- 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 (2017-18; 2018-19; 2019-20), our whole school average for Maths is 107 and for Reading 105, 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 2019-20 was 109
- In Reading, our school average for 2019-20 was 108
- 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

- With regard to the impact of Coronavirus and our specific improvement planning for session 2020-21, we plan to focus upon three key factors: Health & Wellbeing for children, staff and parents/ carers; Re-engagement and Recovery for our children's learning practices and processes; evaluation and adaptation of our Curriculum and Pedagogy as appropriate
- 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 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 through cluster workings

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 2019/20. 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.

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 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 both the ERC Authority follow-through inspection during January 2020 and the Care Inspectorate Inspection during the same month highlighted Very Good progress, with aspects of outstanding practice being recognised. 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. 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. A strengthening level of empowerment and our staff's sense of agency are highly significant aspects of our successful progress.

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. We are clear about the key priorities, aims and values for our school community and they 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 2020	Inspection evaluation: Education Scotland SIF June 2018
1.3 Leadership of change	Very Good	Very Good
2.3 Learning, teaching and assessment	Very Good	Very 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

Key Priorities:

Following the impact of Coronavirus and the lockdown period from 23rd March 2020, our improvement planning focuses specifically on the key aspects of our recovery planning:

- **Health & Wellbeing:** To support the mental, social and emotional health & wellbeing of our children, staff and families
- **Recovery and Re-engagement:** To support the physical, mental, social and emotional health & wellbeing of all children and staff through implementing Health & Safety practices and processes to support national guidance and by effectively organising the use of staff, premises and resources to support successful learning & teaching
- **Curriculum and Pedagogy:** To develop increasingly consistent, high quality learning experiences for all our children through: implementing assessment as a key priority in the identification and planning for next steps in all children's learning; developing a consistent, shared understanding of changes to pedagogy and the successful delivery of learning & teaching within the differing parameters and constraints dictated by Coronavirus