

Standards and Quality Report 2020-21

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 2020-2021 was between 386 and 394 throughout the session and is currently 391. 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. The school also benefitted during session 2020-21 from an additional 1FTE Recovery Teacher role and an additional 1FTE Pupil Support Assistant Role. In line with national policy, the school implements an inclusive policy and has an additional staffing of 3 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

- **Health & Wellbeing:** to support the mental, social and emotional health & wellbeing of our children, staff and families through: the implementation of whole school practice, learning activities and programmes to support health & wellbeing; and through the implementation of Wellbeing, Nurture, Inclusion and Resilience practices and activities for targeted groups of children, staff and families as appropriate.
- **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; effectively organising the use of premises and resources to support learning & teaching; effectively organising staffing to supporting learning activities; supporting and re-establishing our school community's shared understanding, planning and priorities.
- **Curriculum and Pedagogy:** To develop increasingly consistent, high quality learning experiences for all our children through: implementing effective and holistic assessment strategies and practices; adapting our curriculum, including a narrowing focus upon Health & Wellbeing, Literacy and Numeracy; developing a consistent, shared understanding of changes to pedagogy and the successful delivery of learning & teaching within the differing parameters and constraints dictated by Covid-19 factors; maximising an enhanced use of Outdoor Learning to support health & safety guidance; developing balanced and effective models of school and remote, as needed, based learning & teaching; developing a shared understanding of what high quality learning & teaching looks like in these models.

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 collaboration
- 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; 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
- 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: 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 video call dialogue; sharing of information, for example through school newsletters; a broad range of video call, Google Classroom, Teams and other consultation
- 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 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. Digital Technologies
- 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
- 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 (predominantly through video call)
- 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: 5/ 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
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

- 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 are integrated aspect of professional dialogue and collegiate time this session resulting increasingly evaluative culture of professionalism
- Following staff evaluations, we have further developed our GPS Collegiate Overview which more effectively links together our strategic priorities, targets, collegiate agreements and collegiate time. This is enabling most staff to better engage with and understand whole school themes and focuses, leading to increasingly consistent experiences for our children
- 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 three sessions, also enabling greater consistency, 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
- 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
- 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 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 wide 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 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, including the Euroquiz where Giffnock were successful in winning the ERC regional event and in reaching the national finals. 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 roles are further enhancing these processes
- 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; 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. Our School Parliament is further enhancing our children's leadership of whole school development. Our Rights Respecting School Committee led our whole school assessment day during May 2021, through which we were awarded our Gold Status. Our Junior Road Safety Officers also supported the work towards a renewal of our Cycle Friendly School Status
- 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. Our Empowerment Overview strategically links our staff team's CLPL, leadership and PRD developments, supporting professional development and capacity
- 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
- As part of our improvement planning and development work, the staff team and children have begun to evaluate and develop our curriculum rationale, in terms of synthesising a cohesive 'Vision for our Children'. As part of next year's improvement planning, this will further develop our whole school community's ability to act collaboratively, consistently and with shared purpose to achieve the best outcomes for our children

Next Steps

- To fully develop and implement a collaboratively agreed and coherent, whole school community 'Vision for our Children'
- 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 increasingly differentiate learning effectively and challenge all of our children through: revisiting and embedding a range of pedagogical practices and approaches to enhance challenging, collaborative, creative and exploratory learning experiences; enhancing resourcing, pedagogy and practice for Outdoor Learning

How good is the quality of care and education we offer?

(2.2, 2.3, 2.4)

Evaluation: 5/ 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

- Literacy
- Numeracy
- Challenge and Leadership
- Empowerment and Collaboration

NIF Driver(s)

- Parental engagement
- Assessment of children's progress
- School improvement
- Performance information

Local Improvement Plan – Expected Outcome / Impact

- 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

- Due to the impact and ramifications of Covid-19, our usual Development Group workings and staff collaboration was amended during the session and aspects of our collaboration were not possible. However, staff have continued to find innovative ways to worked collaboratively, in order to agree clear focuses for collegiate sessions and professional learning in relation to key targets from the School Improvement Plan. Rationales, policy, planning and guidance documentation are embedded in key areas of the curriculum, in particular in relation to pedagogical practices
- Our staff team have significantly developed digital structures and practices to support effective collaboration and communication across all stakeholders, including the use of Google Classrooms, Microsoft Teams. Microsoft Forms, Teams Video Call formats, Sway, and through a significant development of the provision through our school website. These digital structures have supported very successful collaboration and sharing across the staff team and with children and parents, in particular to support effective Remote Learning practices
- School resources and staffing have been effectively organised and amended throughout the school year to best support the needs of our children both at home in school during enforced lockdown and restricted learning periods
- 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
- 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. Digital Structures and practices have been used successfully to support these partnerships and their working as fully as possible. This year we have continued to work collaboratively to support pupils and parents with Educational Psychologists, Outreach Behaviour Team, parents and staff, Glasgow Caledonian University, Occupational Therapists, Family First and Speech and Language technicians
- 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. The Health & Wellbeing of all our stakeholders has been our first priority throughout the session, and a range of successful practices have been utilised to support staff, children and families. The development of Emotion Works and the sharing of a common language through the it has been a central and effective aspect of these practices
- 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 the last three sessions, our school community has developed significantly in developing themes embraced within the Rights Respecting Schools initiative, including our shared vision, values and aims, and also in terms of both our community and sustainability. The school was assessed by independent inspectors from the Rights Respecting Schools team and was awarded the highest, Gold status in June 2021
- Cycle Scotland, parental support and the leadership of our Junior Road Safety Officers (JRSO) 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 sessions for our P6 and P7 children have all been completed successfully. In conjunction with the ERC Roads Department, the school and our JRSO team have supported the organisation and raising awareness of East Renfrewshire's first 'School Street' trial from April 2021. This initiative is having a significant impact upon health & safety, in terms of supporting families walking and cycling to school. In conjunction, during May 2021 the school was assessed as retaining our Cycle Friendly Status

Next Steps

- With regard to the impact of Coronavirus and our specific improvement planning for session 2021-22, we will continue to support: the 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 assess and target intervention work to support interrupted learning from the last 18 months for cohorts of children, as appropriate, and in particular in the areas of Health & Wellbeing, Literacy and Numeracy
- To further embed guidance and best practice established through Development Group work, in enhancing children's experiences through Challenge and Creativity, including through Collaborative Learning, Higher-Order Questioning, Problem Solving and Outdoor Learning
- To re-establish and 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: 5/ 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

- Literacy
- Numeracy
- Challenge and Leadership
- Empowerment and Collaboration

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 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.
- During the last three sessions, whole school guidelines for promoting positive behaviour were led by a group of our Primary 7 children and formally agreed by our School Parliament. These have been successfully implemented by all classes across the school 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
- 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 learning during session 2020-21, involving Red Card to Racism learning experiences and the Rights Respecting Schools initiative

- Our use of the Pupil Equity Fund and ERC Recovery monies to target Early intervention in Literacy and Numeracy for our P1-P3 children has supported more successful development for almost 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
- Despite the interruptions to learning during the last two school sessions, almost all pupils are attaining the appropriate national expectations for CfE levels of achievement and some have exceeded these. Attainment in children achieving expected CfE national levels remains above the East Renfrewshire Authority average in all four curricular areas
- In Reading, for session 2020-21 our P1, 4 and 7 average for those children achieving the expected level was 93%. The school's average 3-year level is also 93%, with the authority 3-year target for 2019-21 for Giffnock Primary being 92%
- In Writing for session 2020-21 our P1, 4 and 7 average for those children achieving the expected level was 90%. The school's average 3-year level is also 90%, with the authority 3-year target for 2019-21 for Giffnock Primary being 91%
- In Talking & Listening, for session 2020-21 our P1, 4 and 7 average for those children achieving the expected level was 95%. The school's average 3-year level is 94%, with the authority 3-year target for 2019-21 for Giffnock Primary being 95%
- In Maths, for session 2020-21 our P1, 4 and 7 average for those children achieving the expected level was 86%. The school's average 3-year level is 90%, with the authority 3-year target for 2019-21 for Giffnock Primary being 92%
- 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%; in session 2019-20 this reached 97%; and in session 2020-21 93% of our children achieved their developmental milestones. This information evidences increasingly consistent, high levels of achievement in this area
- 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 in these core areas of learning
- Over the last four sessions of ERC Standardised Testing (2017-18; 2018-19; 2019-20; 2020-21), 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 2020-21 was 106
- In Reading, our school average for 2020-21 was 106 (TBC)
- 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 are effectively shared within the school community, through the development of the school website, Twitter feeds and electronic newsletters. Parents, staff and children have evaluated a significant impact upon shared understanding, aspirations and values within the community
- Our School Parliament continues to strengthen the ethos, values and sense of school community which directly impacts upon our children's wellbeing

Next Steps

- To support minority groupings/ cohorts of learners who are not making appropriate progress
- To re-establish and 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 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 re-embed professional development and CLPL structures for the staff team, including through collaboration in the areas of Professional Inquiry, Lesson Study and our Woodfarm High School Cluster CLPL platform
- To build upon developments in digital collaboration, planning and sharing between stakeholders and to further enhance digital structures to support high quality experiences for our children, including through further developing the ways our staff team plan for learning activities electronically
- To support further enhance children's experiences in French. The ERC Language Leaders initiatives and development in 1+2 planning and delivery will be used to improve the planning and delivery of children's experiences, including a range of CLPL experiences
- The delivery of learning experiences for Urdu, rather than Spanish, will be implemented in Primary 6 and 7. Specialist teaching provision provided from Woodfarm High School will lead these enhanced P6 and P7 Urdu experiences

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

Pupil Equity Fund (PEF) monies have been spent on additional Acting Principal Teacher and Class Teacher time. This time focused upon 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 positive progress this year. 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. Despite the ramifications and impact of Covid-19, the staff team have found very innovative and successful digital mechanisms for collaboration and learning and these will be built upon going forwards.

The embedding 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 over the last three sessions 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	Nursery Class self-evaluation
1.3 Leadership of change	5/ Very Good	5/ Very Good
2.3 Learning, teaching and assessment	5/ Very Good	6/ Excellent
3.1 Ensuring wellbeing, equity and inclusion	5/ Very Good	6/ Excellent
3.2 Securing children's progress / Raising attainment and achievement	5/ Very Good	5/ Very Good

School Improvement Priorities 2021-22

- **A Vision for our Children:** to develop increasingly consistent, high quality learning experiences for all our children through: implementing a collaboratively agreed, whole school foundation and aspirational vision for our children's curriculum; re-engaging and further developing our school community as a core aspect of this vision; enhancing the practices through which our school community embraces and enhances Diversity and Inclusion
- **Recovery and Re-engagement:** to enhance high quality learning experiences for all children through: implementing CV-19 Health & Safety considerations regarding appropriate and safe Learning & Teaching; a continued whole school focus upon HWB for our children, staff and families; prioritising a targeted focus upon Literacy and Numeracy for children as appropriate and necessary
- **Challenge and Creativity:** to increasingly differentiate learning effectively and challenge all of our children through: revisiting and embedding a range of pedagogical practices and approaches to enhance collaborative, creative and exploratory learning experiences; enhancing resourcing, pedagogy and practice for Outdoor Learning
- **Modern Foreign Languages:** to develop increasingly consistent, high quality learning experiences for all our children through enhancing the pedagogy and practice used to deliver experiences in both French and Urdu