

Standards and Quality Report 2022-23

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. 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. The P1-7 school roll for session 2022-2023 was between 383 and 393 throughout the session and is currently 387. The nursery class a further 41 children throughout the course of the week.

Teaching staff allocation was 21.63 FTE including 1.0 for the Nursery class and 1.0 Support for Learning Teacher. The school also benefitted during session 2022-23 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, 3 Child Development Officers, 1 Early Years Playworker (30hrs PCW) and 1 0.2FTE Bilingual Support Assistant.

The school has a range of significant ethnicity groupings P1-7, including (approximately): White Scottish 56%; White British/ Other 10%; Asian Pakistani/ British/ Scottish 18%; and Asian Indian/ British/ Scottish 4%. With regard to the Scottish Index of Multiple Deprivation, 8% of our children are in deciles 1-3; 26% of our children in deciles 4-7; and 66% of our children are in deciles 8-10.

Improvement Plan Priorities

- **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; coherently aligning our self-evaluation, quality assurance and improvement planning practices with this vision.
- **Community:** To develop increasingly consistent, high quality learning experiences for all our children through: re-engaging and further developing our school community; embedding a shared language for developing improved health & wellbeing for all stakeholders; enhancing meaningful and productive parental involvement and engagement in our children's learning.
- **Effective Feedback:** To enhance learning outcomes and to increase achievement for all our children through: researching and developing whole school guidelines for the sharing of more Effective Feedback in our school, as part of our broader Formative Assessment strategies and Assessment Framework.

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.
- 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.
- ERC Authority evaluations: through the Woodfarm Cluster Collaborative Improvement Visit (CIV) during Nov. 2022 and the Family Centred Approaches (FCA) Gold Award Mar. 2023.
- 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, with consequent collegiate dialogue and interrogation.
- 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 environment.
- Consultation and evaluations with a range of staff members regarding progress and school planning and developments, including teaching staff, PSAs, CDOs and clerical
- 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 events for sharing and evaluating progress, including workshops regarding our Vision led by our Pupil Council; parental evaluations in connection with the CIV and FCA.
- 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. with regards to Digital Technologies.
- Observation of practices with learners and staff, and by our Senior Leadership Team (SLT) through, for example, learning visits and learning walks where the focus is on the experiences of the learners in order 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 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: 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"> Vision, Values and Aims Challenge, Pupil Voice, Creativity and Leadership Improvement through Professional Development and building capacity; Empowerment and Collaboration
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: <ul style="list-style-type: none"> The successful use of our Self-Evaluation Calendar and quality improvement mechanisms therein has enabled all staff to become increasingly, effectively involved in the wide range of self-evaluation processes. Self-evaluation processes are an integrated aspect of professional dialogue and collegiate time resulting in an increasingly evaluative culture of professionalism. This more effective self-evaluation is leading to positive impacts for children's learning experiences and outcomes across the school. 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, priorities 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 significant progress in enhancing the involvement of parents/ carers in these processes, including through our Parent Council and our School Parliament. During this school session, we have fully re-established a range of school community based, 'in person' collaboration, for example through our School Parliament, Parent Council meetings, community events such as our 120-year celebrations, Community Cafes and Parent-Child learning events. Our school community has continued to strengthen through this collaboration, impacting positively on our children's sense of belonging and wellbeing, as well as thereby their learning experiences. Health & Wellbeing children's surveys, staff surveys and parental surveys positively affirm this. 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 created a 'Family-Friendly School 	

Improvement Plan', utilising Microsoft Sway and iMovie, and our P7 House Captains also completed a survey of a significant proportion of our children to gather their evaluations about progress with our SIP. Our Senior Leadership Team led Pupil Conversations with representatives from all classes, further contributing to our improvement planning and our children's leadership of this. The shared ownership of improvement planning continues to strengthen, fostering greater engagement and motivation for learning across children, parents and staff.

- 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. Almost all class teachers are independently drawing upon these tools and data 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 for almost all children. Our 'Class Overview' spreadsheet and other whole school data continue 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). These tools are used alongside other data analysis and the ERC Tracking Database/ Early Years Tracking tools 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.
- In connection with our Class Overviews, our School and Class 'Profiles' provide the team with clear 'big picture' information about the relevant cohorts of children, in order to further question and evaluate aspects of learning & teaching. These Profiles work in tandem with our Class Overviews, in order to further enrich the data analysis tools available to the staff team.
- During session 2022-23, we have successfully implemented our online Planning, Assessment and Achievement Framework. Through the framework, our teaching team can more effectively link and interpret data from across all three areas, in order to evaluate children's progress and to more successfully plan next steps in learning. Staff team evaluations and evaluations shared through both our CIV during November 2022, and our FCA during March 2023 support the positive impact that the framework is having on teaching practices, and thereby upon almost all children's outcomes. Staff team evaluations also evidence a reduction in teaching bureaucracy and unnecessary workload in moving to this digital format. Transition processes from one teacher to the next are also streamlined and more comprehensive due to the framework, enhancing our staff team's awareness of each child's needs from the very start of the new school year.
- Analysis and evaluation of data is embedded within strong cluster relationships. The CMG and other cluster committees share trends and data to plan and deliver more effective strategies and to plan shared approaches and next steps more successfully. At a cluster level we have continued to streamline our strategic planning, focusing upon shared pedagogical and practical aspects of learning and teaching. The effective use of data, alongside very impactful collaboration at cluster level, was highlighted as a strength during the CIV in November 2022 which is impacting very positively on almost all children's experiences and outcomes.

- Our staff collegiate calendar continues to prioritise professional development as a foundation for ongoing improvement. Staff routinely engage in professional learning, including through learning individual, small group, cluster groups, cross-authority moderation and national learning events. We have prioritised even more time this school year to such learning, including through 'Collaborative Learning Networks' (CLNs) where colleagues share class strategies, through Professional Inquiry and through our ERC Moderation activities. Staff engaging in cluster and cross-authority professional developments routinely share successful practice with colleagues through planned collegiate time. Our team has very positively evaluated the impact of these practices through whole staff dialogue, cluster evaluations including our Cluster Conference in May 2023, and authority surveys. This professional development is building extended capacity within the staff team and leading to improved experiences and outcomes for our children.
- A key priority of our School Improvement Plan 2022-23 was to collaboratively share and agree our over-arching curriculum rationale and 'Vision for our Children'. Alongside the prior development work within our staff team during session 2021-22, we have finalised the digital formats for our Vision and are now ready to fully launch the Vision with our whole school community at the start of session 2023-24. This development will help to create further shared ownership of curriculum and its outcomes for all children.
- 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. Leadership across the school community, including by our children, staff and parents is a significant strength and significantly enhances the quality of our children's learning experiences.
- 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 our children. These developments have significantly enhanced the opportunities and outcomes that our children benefit from in a range of curricular areas, including music, sporting and the expressive arts. Alongside the leadership of our parents, these opportunities are supporting the development of greater community based experiences for our children, for example through our whole school Eid celebrations during March 2022, and through our school community 120-year celebrations throughout the school session. During our FCA Gold Award assessment, leadership across the school community was highlighted as a key strength.
- 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 their learning processes. 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, such as through our leadership of an authority wide Digital Leaders Forum again this year, through the work of our JRSO pupil group to support the development of our School Street Trial on Academy Road with the ERC Roads Department, and through our Eco-Committee and RRS pupil groups work alongside the ERC Food Larder and our parent forum in embedding our Eco-Uniform stall. Teaching staff have further developed their pedagogy and practices to support pupil voice and engagement in the classroom, including through whole school approaches to Talk Partners and small group work. Our children and staff have all evaluated this work very positively, in increasing the children's engagement and involvement in class dialogue, including from the outset of learning activities in their leadership of 'Big Picture Planning'. Teacher CLNs have been successfully used to share best practice and improve experiences for our children across the school. These developments were very positively evaluated through both the CIV and FCA during this school year.

Key Next Steps:

- To embed our 'Vision for our Children' across the school community and align it with our self-evaluation and quality assurance processes.
- To further drive improvement through enhanced staff agency, professional development and empowerment.

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

- Planning, Assessment and Achievement
- Effective use of assessment
- School Community
- Parental Involvement and Engagement
- Challenge, Pupil Voice, Creativity and Leadership
- Health & Wellbeing: Emotional & Social
- Targeted Support

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:

- During session 2022-23, we have successfully implemented our new electronic Planning, Assessment and Achievement Framework. The framework has been developed alongside other ERC colleagues and following extended dialogue with colleagues from other schools, in order to develop best practice. Evaluations from our staff and both the CIV November 2022 and the FCA March 2023 all evidence significant, positive impact in planning next steps for our children's experiences and outcomes.
- Within our Early Years environment and our Nursery Class, we have successfully utilised collegiate time to revisit and enhance the team's pedagogical understanding of a range of themes that have been developed over the last five sessions including: Child-led Planning; Observations and Assessments; Provocations; Higher-order questioning; Assessment and Tracking. This is supporting the planning and delivery of high-quality experiences for all of our children.
- A range of staff in our Early Years classes have accessed CLPL regarding learning through play and utilising a playful pedagogy. Observations, Assessments, Interventions and Questioning have been key themes for development. Opportunities for professional development and to share best practice have led to colleagues developing enhanced skills and awareness. Opportunities for shared professional development across the nursery team have been enhanced, including through our Cluster Conference in 2023 which was very positively evaluated by the staff team. STEAM based CLPL has been accessed by all and is also leading to enhanced experiences for all of our children. A range of additional resources and the development of our learning environment are all supporting enhanced outcomes for our children.
- Through development group workings and collegiate time, we have evaluated and developed whole staff understanding of the effective use of assessment feedback for learners. A broad range of research and theory has been utilised by the teaching team to evidence the best ways to develop whole school practices. All classrooms have developed methods for enhancing a positive and open classroom culture for feedback and collegiate time spent sharing best practice has been successfully implemented. Many children are able to more confidently speak about what effective feedback is and how this can positively impact upon their and others' learning. Evaluations during our CIV in November 2022, alongside children and staff learning conversations during the session, all evidence increasingly successful use of effective feedback for most children.
- 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, Video Call formats, Sway, and via an enhanced provision through our school website. These digital structures have supported successful collaboration and sharing across the staff team and with children and parents.
- We successfully recognise and celebrate a culture of achievement through our Awesome Achievers whole school systems and, in collaboration with our Parent Council, we have renewed aspects of our Awesome Achievers system during this session. Children are given regular opportunities to evaluate and celebrate achievements across their school 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. Ongoing collaboration with our Parent Council has continued to refine these systems and is leading to enhanced, shared understanding and engagement across the school community.
- We have made significant development in embedding a shared language across all of our classes regarding emotional and social wellbeing. Drawing upon the Emotion Works programme, a common language for children evaluating and understanding their own emotions has been enhanced, including through the use of daily check-ins for all children. In combination with SHANARRI based evaluations in all classes, we have embedded termly profiling of our P3-7 children's health & wellbeing using the Glasgow scale. Our SLT has worked alongside class teachers to evaluate ongoing progress in our children's evaluations

and we are using this data to inform next steps in planning for children across these stages. More children and adults across the school are better able to articulate their feelings and to more independently make effective decisions about how to improve their own wellbeing. Through the use of PEF funding, our Acting PT has led these developments alongside appropriate CLPL for our staff team, in the use of both Emotion Works and the Glasgow profiling practices. We have successfully implemented parental drop-ins in order to share language, strategies and approaches, including for targeted families (PEF).

- During the session we have enhanced the range of parent and family learning events available. This is having a significant impact upon our children's experiences and enjoyment, as well as our families' engagement and sense of shared ownership. An increasingly varied range of parental and family events have been delivered, for example: our parent and child workshops for additional support needs and for maths; parental workshops for Health & Wellbeing, including autism; Eid celebrations led by our parental group; and intergenerational learning experiences for our children in our local community. Parental evaluations received in connection with our FCA Gold Award in Mar 2023 were highly positive about these opportunities for family learning and parental engagement, and about their positive impact. Children's evaluations in dialogue with staff have also evidenced the importance of their school community to them in becoming a successful learner.
- Through collegiate development and dialogue, the staff team have evaluated, renewed and enhanced our shared use of approaches including: Collaborative Learning; Problem Solving; Higher-order questioning; Inquiry-based approaches, including through play; Talking & Listening approaches including the Giffnock Communication Code; Reciprocal Reading approaches; and observation and interventions in our early years environments. Collectively, these practices are enhancing experiences and outcomes for all of our children.
- A new learning space and associated resources has been successfully developed this school session, in order to enhance learning experiences for a range of children across the school. 'The Den' now provides an enhanced provision for nurture group workings, alongside a range of other small group activities, parent-child learning and parental workshops. Children, staff and parents have all evaluated the learning space very positively, validating how the resource promotes more impactful learning experiences for many children.

Key Next Steps:

- To continue to develop and enhance our culture of sharing effective pedagogical strategies and shared practices, with particular focus upon Effective Feedback.
- To further develop successful parental engagement and involvement in learning, alongside developing our children's independent articulation of their learning journeys, through the evaluation and development of our whole school profiling systems. These evaluations will also include our development and planning of children's experiences for Skills for Learning, Life and Work.
- To further enhance the HWB of stakeholders across our school community, through developing our shared language and profiling for HWB across parents and partners, thereby enhancing the impact upon our children's outcomes (PEF).
- To further develop our shared practices, pedagogy, environment and resources to enhance learning experiences in Science, Technologies, Engineering, Art and Mathematics, including the development of our STEAM room.

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 <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"> HWB Inclusive, Equitable Learning Literacy Numeracy
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"> 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; we have continued to develop this articulation across the school this session. Alongside our Rights Respecting whole school activities and Class Charters, 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. Staff and children are trained in restorative practices and these are part of both children's and staff's daily interactions, including PSAs and through our Peer Mediators pupil group. Attendance levels are high and are routinely monitored by the Senior Leadership Team. Our overall school attendance for the session has increased from 93% last session to 96% this session. Exclusion rates remain at zero and our positive ethos of inclusion ensures that all children can succeed. We have continued to evaluate and amend the network of staff and resources that join together in our Support for Learning team. Data is being increasingly effectively used from a range of sources in order to target cohorts of children for additional interventions 	

and support. Collaboration and shared dialogue between the staff team has been enhanced, allowing more effective co-ordination of how targeted intervention enhances learning outcomes for a range of children. This year we have continued to work collaboratively to support pupils and parents with Educational Psychologists, the Outreach Behaviour Team, Health & Wellbeing support colleagues, 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 and several staff trained in Mental Health awareness.
- Whole school themes, contexts for learning and events support a strong ethos of inclusion for our children, for example through our Inclusion and Diversity whole school community learning during session 2022-23, and our highly successful Eid celebrations in March 2022-23 led by a team of parental volunteers.
- Our Parental Equalities Group has been increasingly effective in supporting our families with regard to their chosen theme of 'poverty' and 'the cost of the school day' this session, for example in their embedding of our Sustainable Clothing ('Eco-Uniform')/ Books initiatives.
- Our use of the Pupil Equity Fund to target early intervention in Literacy for our P1- P3 children has supported more successful development for almost all of the targeted children. Daily Literacy Learning focusing upon a vocabulary rich environment has successfully utilised approaches and strategies for targeted cohorts, supported by the delivery of CLPL in this area during collegiate time and through professional dialogue. This focused literacy support has enhanced the progress of almost all of our targeted children.
- Learning and teaching activities, planning and approaches in the area of Relationships, Sexual Health & Parenthood have been developed in line with national guidance and collaboratively evaluated and shared across the teaching team.
- Staff have developed increasingly effective practice in delivering French, working alongside the ERC Language Leaders initiatives and development in 1+2 planning. A range of CLPL experiences have been planned and delivered for the staff team, building capacity to further improve learning experiences. Revised planning formats and associated resources have also been successfully shared across the teaching team.
- Through collegiate workings we have successfully developed our whole school Grammar guidance, across Early to Second levels, which successfully aligns with other literacy-based planning including for writing. This planning guidance will be implemented during session 2023-24.
- Almost all pupils are attaining the appropriate national expectations for CfE levels of achievement and many 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 2022-23 our P1, 4 and 7 average for those children achieving the expected level was 96%. The school's average 3-year level (2020/21; 2021/22; 2022/23) is 93%, with the authority 3-year target for 2022-26 for Giffnock Primary being 93%.
- In Writing for session 2022-23 our P1, 4 and 7 average for those children achieving the expected level was 93%. The school's average 3-year level (2020/21; 2021/22; 2022/23) is 90%, with the authority 3-year target for 2022-26 for Giffnock Primary being 91%.
- In Talking & Listening, for session 2022-23 our P1, 4 and 7 average for those children achieving the expected level was 97%. The school's average 3-year level (2020/21; 2021/22; 2022/23) is 96%, with the authority 3-year target for 2022-26 for Giffnock Primary being 94%.
- In Maths, for session 2022-23 our P1, 4 and 7 average for those children achieving the expected level was 95%. The school's average 3-year level (2020/21; 2021/22; 2022/23) is 91%, with the authority 3-year target for 2022-26 for Giffnock Primary being 92%.
- In 2022-23, the proportion of pupils reaching their developmental milestones was above authority expectations. Over the last five school years, the average proportion of children reaching their Developmental Milestones is 91%. This information evidences consistent, high levels of achievement in this area, well above authority and national averages.
- Our children have achieved significantly higher than average attainment in the authority, in both Maths and Reading, within the authority P3, 5 and 7 standardised testing this

session. Collectively, our children have achieved the highest scores ever at Giffnock in comparative assessments. These figures evidence that almost all of our children are making very good progress in these core areas of learning.

- Over the last five school sessions of ERC Standardised Testing (2018-19; 2019-20; 2020-21; 2021-22; 2022-23), our whole school average for Maths is 106 and for Reading 107, both significantly higher than the authority average of 100.
- In Maths, our school average for 2022-23 was 110.
- In Reading, our school average for 2022-23 was 114.
- SNSA assessment results for session 2022-23 for P1, P4 and P7 are well above national averages. They corroborate and provide further evidence that almost all of our children are making very good progress in these core areas of learning.
- 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, including for our nursery class.

Key Next Steps:

- To further enhance children's outcomes in literacy through the development of learning & teaching strategies and approaches which enhance our children's vocabulary and writing.
- To further develop equitable, inclusive experiences through supporting minority groupings/ cohorts of learners who are not making appropriate progress (PEF).
- To target and support cohorts of learners across the school who are not making appropriate progress in both Literacy and Numeracy, including a specific, continued focus on early intervention strategies in Literacy (PEF).
- To further develop the ways in which targeted families and the wider parent forum engage in learning experiences through the use of 'The Den' (PEF).
- To continue to develop the ways in which our school and Parental Equalities Group successfully enhance parental engagement and our children's outcomes, with a particular focus upon Social Justice themes.

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 several key developments. Firstly, the development of a shared, whole school approach and language for emotional and social health & wellbeing, including the profiling and assessment of this. As part of this development, targeted cohorts of families were identified for additional support within this. Secondly, PEF monies have targeted early intervention in literacy. In particular, targeted groups of children in P1-P3 received additional teaching time focused upon identified aspects of core literacy. Thirdly, we have successfully developed a new learning space and resources called 'The Den', which is being effectively used to support nurture group, other targeted cohorts, for parent-child learning activities, and for parental workshops.

A clear baseline of attainment/ achievement levels, and as appropriate of wellbeing and other skills, 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 through specific PEF Tracking and Progress termly meetings.

Our Pupil Equity Fund for session 2022-23 and 2023-24 has been focused around three core interventions: the continued development of a universal, shared approach to HWB (including work with families to support that), targeted intervention to reduce the vocabulary gap through oral language development, and finally the development of The Den as a resource to support pupils and families. Due to the sensitive nature of some of the evaluations they cannot be included here, however they will be part of the full **PEF 2022/23 Evaluation**. Nonetheless, some key developments so far include:

- Oral Language interventions, including Talking Partners and TRaIL, evidence substantial progress for most pupils. The benefits of a structured approach to developing oral language skills have been clear and we will therefore continue to deliver these interventions, as well as looking at class based approaches. The Talking Partners approach will be adapted, to allow for us to reach more pupils.
- Drop-ins for the parents of pupils supported by PEF have taken place. In the coming session, these will be adapted to become supported sessions with individual pupils and their parents. This will allow for more focused support and will provide an opportunity to work with parents to help them to understand their child's areas of need and how best to support them.
- Emotion Works continues to be embedded, thereby ensuring that we develop the emotional literacy and resilience that our pupils will need now and in the future, through developing a shared language and approach. In recent learning conversations, pupils spoke very positively about how much they value the importance that we place on their wellbeing and the role that Emotion Works plays in this.
- Drop-in sessions on Emotion Works for parents were very well attended and those who came gave positive feedback, with many saying that these are something that they would like to see more of in the coming session.
- The Glasgow Motivation and Wellbeing Profile has continued to be delivered from P3-7 as a means of monitoring wellbeing in the school context. The profiles are now part of the data that we use to inform planning and professional dialogue. Learning conversations with pupils have evidenced the positive impact that these are having and they have verified that our pupils are starting to see them as a means of planning for their own HWB needs being met.
- The Den has continued to support identified pupils experiencing social and emotional needs. All pupils currently attending have had significantly improved scores on their latest Boxall Profiles.
- One of the groups who attend The Den have achieved the green level of the Junior Awards Scheme.
- Parents of Den pupils continue to attend regularly and are also in regular communication by phone and email. They are aware of each pupil's strengths and areas for development.

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 highly 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 is 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 CIV and FCA reviews during this school session highlighted consistently Very Good progress, with aspects of outstanding practice and Excellence being recognised.

Professional learning opportunities and CLPL experiences are carefully planned to directly link to these priorities and areas identified for improvement. Our staff team have further developed innovative and successful strategies for delivering high quality learning experiences and we have been able to renew and re-invigorate our shared pedagogy and practices this session.

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. Additionally, an increasingly wide range of our parent forum have led a range of whole school developments and events. Collectively, this leadership is significantly enhancing learning outcomes for our children.

Staff work highly effectively as a team. We have a strong sense of collegiality and of sharing effective practice. Staff are also increasingly able to look outwards across the authority and to national best practice, 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. These developments have been also been digitally enhanced this session, impacting positively on staff workload and efficiencies, as well as on experiences and outcomes for our children.

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	6/ Excellent	6/ Excellent
2.3 Learning, teaching and assessment	5/ Very Good	5/ Very Good
3.1 Ensuring wellbeing, equity and inclusion	5/ Very Good	6/ Excellent
3.2 Securing children's progress / Raising attainment and achievement	6/ Excellent	5/ Very Good

School Improvement Priorities 2023-24

- **Effective Feedback:** to enhance learning outcomes and to increase achievement for all our children through: researching and developing whole school guidelines for the sharing of more Effective Feedback in our school, as part of our broader Formative Assessment strategies and Assessment Framework.
- **Literacy:** to develop increasingly consistent, high quality learning experiences for all our children through: further developing a vocabulary-rich environment to develop all aspects of literacy; enhanced sharing and development of Writing pedagogy and best practice; sharing professional development across the whole staff team to further enhance classroom experiences.
- **STEAM:** to develop increasingly consistent, high quality learning experiences for all our children through: using enhanced STEAM experiences as a context for further developing 'Inquiry-based learning' pedagogy across the curriculum; the development of resources and our environment, alongside CLPL activities to support increasingly successful delivery of all aspects of Technologies; further modernising our curricular design in line with the newly launched ERC Social Justice Framework.
- **Embedding ongoing priorities:** *To continue to strive for excellent experiences and outcomes for all of our children, we aim to maintain and further embed key pedagogical priorities and practices which we have been developing over the last five school sessions, alongside the implementation of our newly developed 'Vision for Our Children'.*