

Standards and Quality Report 2024-25

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 2024-2025 was between 375 and 389 throughout the session and is currently 389. The nursery class has a further 40 children throughout the course of the week, totalling 429 children.

Teaching staff allocation was 21.93 FTE including 1.0 for the Nursery class and 1.0 Support for Learning Teacher. In line with national policy, the school implements an inclusive policy and has an additional staffing of 4 Pupil Support Assistants. Other support staff includes: 1 Senior Business Support Assistant and 1.5 FTE Business Support Assistants, 1 Senior Child Development Officer, 3 Child Development Officers and 1 Early Years Playworker (30hrs pcw).

The school has a range of significant ethnicity groupings P1-7, including (approximately): White Scottish 58%; White British/ Other 14%; Asian Pakistani/ British/ Scottish 17%; and Asian Indian/ British/ Scottish 5%. With regard to the Scottish Index of Multiple Deprivation, 7% of our children are in deciles 1-3; 27% of our children in deciles 4-7; and 66% of our children are in deciles 8-10.

Improvement Plan Priorities

- **Differentiation:** To develop increasingly consistent, high quality learning experiences for all our children through: evaluating and enhancing the most effective ways in which we support, challenge and meet children's needs; whole staff professional development and collaboration, including looking outwards; implementing the CIRCLE Framework across our school
- **Pedagogy and Practices:** To develop increasingly consistent and impactful high quality learning experiences for all our children through: collaborative evaluation and development of the progressive and impactful 'flow' of our shared pedagogy and practices; further developing our children's role in evaluating and leading learning experiences
- **Social Justice - Racial Literacy:** To enhance learning outcomes and to increase achievement for all our children through: whole staff professional development in how to deliver effective, equitable and inclusive learning experiences; raising awareness, understanding and promoting positive actions across our school community
- **Embedding ongoing priorities:** *Literacy Road Map: implementation across all classes; Writing Guidelines: implementation across all classes; Profiling: implementation of guidelines across all classes; STEAM: further implement ways in which we develop high quality experiences and outcomes in STEAM*

Method of Gathering Evidence

- Analysis of Self-Evaluation and Improvement activities/ overview and Quality Improvement practices.
- Evaluations of learning portfolios and profiles, displays, other evidence and jotters.
- 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.
- 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.
- Pupil Council leadership of consultation and children's views utilising HGIOURS and focusing upon learning & teaching.
- House Captain consultation and dialogue and leadership of children's views.
- Staff and pupil audits/ questionnaires on key aspects of the learning environment.
- Evaluations through pupil collaboration with other schools, for example through our Digital Leaders within the authority, and through our Primary 7 collaboration in the West Partnership on Racial Literacy and modernising the curriculum.
- School Parliament: to provide a school community forum for evaluations and the development of collaborative action, including consultation informing participatory budgeting decision-making.
- Sharing and observation of practices with learners and staff, including our Senior Leadership Team (SLT), teaching colleagues and nursery team through, for example, learning visits and learning walks where the focus is on experiences of the learners in order to monitor progress, identify areas of strength and for development.
- Robust staff/ peer evaluations as part of these practices, including assessment and moderation evaluations through our Collaborative Learning Networks in school and from strategically organised ERC and Cluster collaboration.
- Looking Outwards through reciprocal visits and sharing effective practice, including WFHS Cluster reciprocal visits programme, visits through the IOC programme, visits and dialogue by members of the Senior Leadership Team (SLT) connected to key school improvement planning targets, authority review team participation and dialogue and other shared visits organised by members of our teaching team.
- Moderating the quality of work with schools of similar characteristics and of identified successful practice e.g. with regards to children as Leaders of Learning.
- Varied focus group discussions with learners, teaching and support staff, managers, parents and partners to use feedback to evaluate and to make improvements.
- Analysis of annual standardised assessments (ERC and SNSA) to gather key information on pupils' attainments in Literacy/ English and Maths, with consequent collegiate dialogue, interrogation and action.
- Analysis of Developmental Milestones and Baseline data, with consequent collegiate dialogue, interrogation and action.
- Identification of learning needs and profiles through our GIRFEC Register, Class Overviews, School and Class Profiles and other data analysis, including the identification of those at risk of lowest performing in Literacy and Numeracy, and careful management and analysis of support to provide enrichment in targeted areas.
- 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; online questionnaires and surveys, including opportunities for written evaluation; sharing of information, for example through school newsletters and SeeSaw; a broad range of video call, Google Classroom, Teams and other consultation; parental events for sharing and evaluating progress, including

workshops and Community Cafes; parental evaluations in connection with ASN and Health & Wellbeing.

- 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.
- Information sharing through 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: 6/ 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

- Differentiation
- Pedagogy & Practices
- Improvement through Professional Development and building capacity; Empowerment and Collaboration
- Vision, Values and Aims – community collaboration and parental engagement

NIF Driver(s)

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

Local Improvement Plan – Expected Outcome / Impact

- 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 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 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 and the associated provision of collegiate time, 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 further

progress in enhancing the involvement of parents/ carers in these processes, including through our Parent Council and our School Parliament. In connection, we continue to prioritise a range of school community based, 'in-person' collaboration, for example through our School Parliament, Parent Council meetings, community events such as our Parent-assemblies, 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 support 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. Our Pupil Council have become a more focused source of self-evaluation for our children's voice, utilising HGIOURS to investigate, share at our School Parliament and to complete whole school surveying of our children's evaluations of learning and teaching. Our SLT led pupil conversations with representatives from all classes during the session, 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 implemented enhanced tracking and progress evaluations and meetings for our Nursery Class over the last three sessions involving all of the nursery team, 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 SLT 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.
- Data sharing and analysis at both cluster level through our Woodfarm High School Cluster Management Group (CMG), and at authority level through a range of

collaborative meetings and discussion, is also supporting our self-evaluation and next steps planning.

- Analysis and evaluation of data is embedded within strong cluster relationships. The CMG and other cluster groups 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.
- Our online Planning, Assessment and Achievement Framework is now fully implemented and used across our classes. Through the framework, our teaching team can more effectively link and interpret data from across all these three areas, in order to evaluate children's progress and to more successfully plan next steps in learning. Prior evaluations shared through our CIV during November 2022, our FCA during March 2023, and through professional dialogue and collaboration with a range of others across our authority support the positive impact that the framework is having on teaching practices, and thereby upon almost all children's outcomes. Staff team evaluations this session 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.
- 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 continue to prioritise time for '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 2024 and 2025, and authority surveys. This professional development is building extended capacity within the staff team and leading to improved experiences and outcomes for our children.
- Our over-arching curriculum rationale and 'Vision for our Children' is now fully implemented and creates further shared ownership of the design for our curriculum and its outcomes for all children. It also provides an over-arching focus for ongoing self-evaluation.
- Our whole school Leadership Framework 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 are an embedded aspect 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 groups; 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, sport 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 Mela celebrations during May 2024. Our FCA Gold Award assessment in spring 2023 also highlighted leadership across the school community 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 a 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 Global Citizenship (encompassing Eco-Green Flag and Rights Respecting Schools) pupil group work alongside the ERC Food Larder, and our parent forum in embedding our Eco-Uniform stall, which collectively has been recognised in our RRS Gold Award.

- Teaching staff continue to develop their pedagogy and practices to support pupil voice, leadership and engagement in the classroom during this session, building upon a range of development work in this area over the last five years. Our children and staff have 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 in this area.

Key Next Steps:

- To use significant collegiate time during session 25-26 for evaluating the impact and effectiveness of key developments from the last six sessions, in order to assess impact upon children's experiences and outcomes.
- To remain focused upon improvement through enhanced staff agency, professional development and empowerment. Alongside our existing collegiate practices, we will implement the use of the 'Teacher Sprints' model in order to invigorate our shared practices around collaborative improvement and Professional Enquiry.
- To create a 'Tackling Bureaucracy' staff group, aiming to constructively challenge our working practices and use of time, in order to maximise our impact upon children's outcomes. During next session, a central focus for the group will be to consider how to best amend some of our key planning formats in order to reduce time spent in the administration of forward planning.
- To continue to develop key ways through which our children lead the evaluation for self-improvement, including: through our Pupil Council and HGIOURS; through our Leaders of Learning's collaborative work alongside other schools; and through our School Parliament
- For our nursery class, to evaluate and begin to align the new Quality Improvement Framework with our existing practices for self-improvement.

How good is the quality of care and education we offer? (2.2, 2.3, 2.4)	
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"> Differentiation Pedagogy & Practices Parental Involvement and Engagement Challenge, Pupil Voice, Creativity and Leadership Health & Wellbeing: Emotional & Social Targeted Support
NIF Driver(s) <ul style="list-style-type: none"> Parental engagement Assessment of children's progress School improvement Performance information 	Local Improvement Plan – Expected Outcome / Impact <ul style="list-style-type: none"> An ethos of high expectations and achievement in every school and service Use effective data analysis, evidence based-research and action and strategic leadership A curriculum which enables all children, young people and adults to be successful, confident, responsible and effective in school, their work, their community and internationally A culture based on Getting It Right For Every Child Learners' experiences support them to develop their personalities, talents, mental, spiritual and physical abilities to their potential Create Family Centred Approaches to learning communities, including strong parental engagement
Progress, Impact and Outcomes: <ul style="list-style-type: none"> Following the implementation of our online Planning, Assessment and Achievement Framework during 2023 and the very positive evaluations from both the authority's Collaborative Improvement Visit November 2022 and the Family Centred Approaches review team's findings in March 2023, we have continued to refine the ways in which we use the framework this session. The staff team are becoming increasingly impactful in linking their understanding of assessment data to planning next steps towards children's progress and achievements. Within our early years environments and our Nursery Class, we have successfully utilised collegiate time to revisit and enhance the impact of our 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. Learning Walks and visits this session have evidenced greater consistency in practice across the staff team, leading to increasingly high quality interactions with children. Alongside developments in Profiling and the use of SeeSaw (see below), these pedagogical developments are also supporting more successful child-led learning, resulting in enhanced engagement which is being tracked using the Leuven Scale. 	

- All colleagues in our nursery class have accessed and then led shared CLPL, including on Outdoor Learning and utilising a playful pedagogy, which is resulting in enhanced learning experiences for our children. 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 also been enhanced, with all members of the nursery team leading aspects of professional development for others. A range of additional resources and the development of our learning environment are all supporting enhanced outcomes for our children.
- All staff have undergone 'The Promise' training this session, leading to a collective ability to better support some of the most vulnerable children in our school community, and in particular with regard to our care-experienced children.
- Through Development Group workings and collegiate time, we have evaluated and developed whole staff understanding of the effective use of differentiation for learners through the environment, principally in connection with the CIRCLE framework. 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 of our teaching team have been involved in professional development leading to a range of adaptation and development of learning environments. A wide range of our children's learning needs are being better supported, alongside increasing levels of positive engagement. Learner conversations and staff evaluations evidence this positive development.
- During this session, we have implemented our Profiling systems across the school, building upon the existing broad range of children's opportunities to evaluate and celebrate achievements across their school lives. Following consultation and collaboration with staff, children and parents last session, we have trialled and developed new Profiling guidance on practices utilising the 'SeeSaw' digital platform. Children, parents and staff have evaluated this development extremely positively so far. Achievements are more successfully evaluated by children, teachers and parents and the sharing of achievements with parents/ carers is significantly enhanced. SeeSaw profiles are more successfully used to help set personal targets and next steps, enhancing our children's sense of achievement and their understanding of their ongoing progress. We have also better aligned our Awesome Achievers whole school systems for recognising our children's achievements, with their SeeSaw Profiles; this has brought these practices together in a more understandable, effective and useable format for both children and parents.
- A range of professional development for our teaching and nursery teams is supporting enhanced experiences for our children, including collaborating and looking outwards at cluster, authority and national levels. Alongside collegiate sessions at school level, members of our teaching team have led cluster, authority and West Partnership inputs, including holding CLPL events at Giffnock in areas such as Additional Support Needs and Digital Technologies. Alongside collegiate sessions at school level, members of our teaching team have also helped to lead cluster and authority STEAM inputs, including holding CLPL events at Giffnock alongside authority leadership (Caroline Collins – Acting Principal Teacher for STEAM). Alongside this professional development, we have developed and resourced our STEAM Room which is now routinely timetabled and used across all of our classes; this development is supporting enhanced delivery of curricular content in the areas of Digital and Food Technologies, and for practical disciplines such as woodwork and sewing.
- Our staff team continue to develop 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, SeeSaw 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. They have been successfully evaluated in feedback from both staff and parents.
- We have made further, impactful 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 increasingly well 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 Wellbeing Profiling practices. We have successfully implemented parental drop-ins in order to share language, strategies and approaches, including for targeted families (PEF).

- During this session we have enhanced the range of ways in which our families can engage and be involved with their children's learning, including through parent and family learning events. 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 Literacy; parental workshops for Health & Wellbeing, including autism; Digital Technologies events which have been planned alongside our Parent Council in order to target aspects of learning which are most important to our families; 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, and these evaluations have continued during this session. Children's evaluations in dialogue with staff have also evidenced the importance of their school community to them in becoming a successful learner, including through our School Parliament.

Key Next Steps:

- To draw together a wide range of Learning, Teaching and Assessment (LTA) developments into an over-arching LTA Framework for our school, creating a shared frame of reference for learning at Giffnock Primary School. This will be launched during the first term of session 2025-26 and create a key focus for self-improvement thereafter.
- To evaluate and effectively embed our Profiling practices across the entire school, aligning them successfully with cluster, authority and national guidance.
- To further develop the ways in which our children, parents and staff understand our national 'Meta-Skills', including how they are most effectively taught, assessed and profiled.

How good are we at ensuring the best possible outcomes for all our children / learners?

(3.1, 3.2)

Evaluation: 6/ Excellent

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

- Health & Wellbeing
- Inclusive, Equitable Learning
- Social Justice: Racial Literacy
- Literacy

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; we have continued to develop this articulation across the school this session.
- Attendance levels are high and are routinely monitored by the Senior Leadership Team. Our overall school attendance for the session has increased from 95.9% last session to 96.0% this session.
- Exclusion rates remain at zero and our positive ethos of inclusion ensures that all children can succeed.
- Alongside our Rights Respecting Schools (Gold Award status) 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.

Our shared 'language' relating to the Emotion Works programme and its 'triggers' has been successfully aligned with restorative practices this session and our Peer Mediators are effectively utilising this. Daily class check-ins for all children begin each day with the key focus of emotional and social wellbeing, supporting our children to become increasingly independent, resilient learners. These practices directly relate to our health and wellbeing profiling through the Glasgow Motivation and Wellbeing system (see note in section above).

- Over the last five sessions, and in particular through the development of our over-arching curriculum rationale 'Vision for Our Children' during session 2023-24, we have prioritised the theme of Social Justice and Equity for all of our learners in a variety of ways. During this session and following evaluations within our school community during 2024, the aspect of Racial Literacy has been a key focus. A staff Development Group has undergone extensive professional development, including completing nationally recognised professional learning modules, in order to evaluate whole school practices. Through collegiate meetings, this professional learning has been shared and is now being used across the staff team to develop equitable and engaging learning contexts and planning, including highly successful learning experiences in Primary 7, which were very positively evaluated by the children involved, other schools within the West Partnership and by Education Scotland who are now sharing some of the evidence produced through the learning as examples of excellent practice. This professional learning has also led to the planning of successful whole school focuses during the session which have been very positively evaluated by our families.
- We have made further developments in the delivery of Literacy across the school this session, which are already impacting positively on learning experiences for our children. Firstly, collaboratively developed guidelines for Writing have been implemented across the school, giving greater consistency and progression to learning experiences across the school. Secondly, our electronic, over-arching 'Literacy Road-Map' for Giffnock has been implemented and is now being utilised to plan and deliver increasingly impactful, well-resourced and progressive experiences for our children. Thirdly, we have further evaluated and amended a range of pedagogical strategies and interventions in order to make their use more impactful including: Daily Literacy Learning, TRAiL, Talk for Writing and other Reading Recovery informed practices. Third term evaluations from relevant members of our teaching team evidence more effective experiences for our children, alongside very positive achievement and progress for targeted cohorts of children (Pupil Equity Fund - PEF).
- 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.
- We have further enhanced three additional learning environments to support small group and individual learning needs. 'The Den', 'The Nook' and 'The Nest' have all been re-organised and resourced and have enhanced learning experiences and outcomes for a range of targeted children within the school, including for nurture groups. Children, staff and parents have all evaluated these learning spaces very positively. (PEF)
- 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 and other literacy interventions focusing upon a vocabulary rich environment have 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. (PEF)

- 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 2024-25 our P1, 4 and 7 average for those children achieving the expected level was 95%. The school's average 3-year level (2022/23; 2023/24; 2024/25) is 96%, with the authority 3-year target for 2022-26 for Giffnock Primary being 93%.
- In Writing for session 2024-25 our P1, 4 and 7 average for those children achieving the expected level was 93%. The school's average 3-year level (2022/23; 2023/24; 2024/25) is 93%, with the authority 3-year target for 2022-26 for Giffnock Primary being 91%.
- In Talking & Listening, for session 2024-25 our P1, 4 and 7 average for those children achieving the expected level was 95%. The school's average 3-year level (2022/23; 2023/24; 2024/25) is 95%, with the authority 3-year target for 2022-26 for Giffnock Primary being 96%.
- In Maths, for session 2023-24 our P1, 4 and 7 average for those children achieving the expected level was 92%. The school's average 3-year level (2022/23; 2023/24; 2024/25) is 94%, with the authority 3-year target for 2022-26 for Giffnock Primary being 92%.
- In 2024-25, the proportion of pupils reaching their developmental milestones was above authority expectations. At Giffnock Nursery class over the last five school years, the average proportion of children reaching their Developmental Milestones has been consistently 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. 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 (2020-21; 2021-22; 2022-23; 2023-24; 2024-25;), 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 2024-25 was 104.
- In Reading, our school average for 2024-25 was 104.
- SNSA assessment results for session 2023-24 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 continue to enhance children's engagement and motivation to learn through effectively differentiated learning environments which meet the children's needs, in particular by successfully implementing the CIRCLE Framework across all of our school environment.
- To build upon our Health and Wellbeing profiling systems, developed over the last four school sessions, through aligning our current practices with the ERC 'Be Well' systems. This will enable us to better moderate and collaborate with other schools across the authority.
- To further develop equitable, inclusive experiences through supporting minority groupings/ cohorts of learners who are not making appropriate progress, with a particular focus on our care-experienced learners (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).

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. The use of this time focused upon two key development areas. Firstly, the embedding of a shared, whole school approach and language for emotional and social health & wellbeing, including the profiling and assessment of this. As a central focus 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 and parental engagement has been a vital part of this development.

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 the last three school sessions, has been focused around three core interventions: the continued development of a universal, shared approach to HWB (with a focus upon targeted 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 2024/25 Evaluation. Nonetheless, some key developments so far include:

- Oral Language interventions, including Daily Literacy Learning, Reading Recovery, Talking Partners and TRAIL strategies and practices, evidence substantial progress for most pupils. The benefits of a structured approach to developing oral language skills has been clear and has been delivered in collaboration with appropriate class teachers.
- Drop-ins for the parents of pupils supported by PEF have taken place throughout the session, allowing more focused support and providing opportunities to work with parents, to help them to understand their child's areas of need and how best to support them.
- Emotion Works strategies continue to be further 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 P2-7 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.

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 very 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 external partners over the last two sessions, including both the ERC Authority Cluster CIV and FCA review highlighted consistently Very Good progress in all areas, with some aspects of outstanding practice and Excellence being recognized in a number of areas.

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

School Improvement Priorities 2025-26

- **Differentiation:** to further enhance the ways in which we meet learners' needs across the school's learning and teaching environments.
- **Profiling and Meta-Skills:** to further enhance the ways in which we profile, celebrate and track the progress of our children's achievements; to enhance the school community's shared understanding of Meta-Skills, and to improve the ways in which our children develop these skills and profile their progress of them.