

EAST RENFREWSHIRE COUNCILEDUCATION COMMITTEETHURSDAY 23 AUGUST 2018Report by Director of EducationEDUCATION SCOTLAND REPORT ON GIFFNOCK PRIMARY SCHOOL  
AND NURSERY CLASS**PURPOSE OF REPORT**

1. To inform elected members of the report by Education Scotland on Giffnock Primary School and Nursery Class.

**RECOMMENDATIONS**

2. Elected members are asked to:
- a) note and comment on the contents of the Education Scotland report on Giffnock Primary School and Nursery Class; and,
  - b) approve the school's action plan to address the agreed areas for improvement.

**BACKGROUND**

3. Giffnock Primary School and Nursery Class were inspected by a team from Education Scotland in January 2018. The inspection covered key aspects of the work of the school and identified particular strengths and areas for improvement using the Education Scotland six-point scale and the self-evaluation framework *How Good is our School?* (4<sup>th</sup> edition).

4. This is only the second East Renfrewshire establishment to be inspected under the new self-evaluation framework; under the new arrangements Education Scotland evaluate four quality indicators and provide a short report which details the strengths and areas for improvement.

5. The report was published in June 2018 and is attached as Appendix 1. It has been issued to staff, parents, local elected members and the Convener for Education and Equalities.

**REPORT**

6. In assessing the indicators of quality in the school Education Scotland found two aspects of the work to be good, i.e. leadership of change and learning, teaching and assessment; raising attainment and achievement and ensuring wellbeing, equality and inclusion were judged to be very good. The evaluations in the nursery class were similar apart from securing children's progress which was evaluated as good. The evaluations are included in Appendix 1.

7. The particular strengths highlighted by the inspection team included:

- Children benefit from positive and supportive relationships across the school community. As a result, there is a warm and caring atmosphere in the school where improving children's wellbeing sits at the heart of the work of the school and nursery class.
- The overall quality of children's achievements is very good, both in and out of school. Children are proud of their personal achievements, and staff support success by ensuring equality of access for all children.
- Confident, courteous and articulate children who are eager to learn. Across the school and nursery, children are supportive of each other, both in learning and in play.

8. This is a good report on an East Renfrewshire school and nursery class, with the evaluations made by Education Scotland reflecting the increased expectations nationally. The department is pleased that the leadership of the fairly recently appointed Headteacher, along with the commitment of the staff, were noted in the letter to parents/carers as strengths, *'Effectively led by the headteacher, all school staff and early years practitioners work well together. Staff are highly committed to their own professional learning and to leading aspects of school improvement'*.

9. The inspection team identified two areas for improvement:

- Staff should take steps to focus on a smaller number of key priorities for improvement over the year that meet the needs of the school. Staff should ensure all initiatives carried out by staff across the school are directed towards raising attainment and achievement for all learners.
- Improve approaches to planning learning, teaching and assessment to ensure consistently high quality experiences across the school. Staff should make sure all children are appropriately challenged and children should be more involved in leading their learning in order to maximise outcomes for all.

10. Appendix 2 of this paper includes the school's action plan to address the agreed areas for improvement. The Quality Improvement Service will work closely with the school and leadership team to support its implementation.

11. The letter to parents/carers and more detailed summarised inspection findings are available on the Education Scotland website.

12. Education Scotland will make no further reports in connection with the inspection of Giffnock Primary School and Nursery Class.

13. The Quality Improvement Service will revisit the school within 2 years of the date of publication to review the impact of the school's improvement plan in addressing the agreed areas for improvement and to provide a progress report to parents and elected members.

## **FINANCE AND EFFICIENCY**

14. There are no financial or efficiency implications related to this report.

## RECOMMENDATIONS

15. Elected members are asked to:

- a) note and comment on the contents of the Education Scotland report on Giffnock Primary School and Nursery Class; and,
- b) approve the school's action plan to address the agreed areas for improvement.

Mhairi Shaw  
Director of Education  
23 August 2018

Convener Contact Details

Councillor P O'Kane, Convener for Education and Equalities

Tel: Home 07718 697115

Local Government Access to Information Act 1985

Report Author

Mark Ratter, Head of Education Services (Quality Improvement and Performance)

Tel: 0141 577 3103

[Mark.Ratter@eastrenfrewshire.gov.uk](mailto:Mark.Ratter@eastrenfrewshire.gov.uk)

Appendix

1. Education Scotland report on Giffnock Primary School and Nursery Class, June 2018
2. Giffnock Primary School and Nursery Class Action Plan (to follow)

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26 June 2018

Dear Parent/Carer

In January 2018, a team of inspectors from Education Scotland visited Giffnock Primary School and Nursery Class. During our visit, we talked to parents/carers and children and worked closely with the headteacher and staff.

The inspection team found the following strengths in the school's work.

- Effectively led by the headteacher, all school staff and early years practitioners work well together. Staff are highly committed to their own professional learning and to leading aspects of school improvement.
- Children benefit from positive and supportive relationships across the school community. As a result, there is a warm and caring atmosphere in the school where improving children's wellbeing sits at the heart of the work of the school and nursery class.
- The overall quality of children's achievements is very good, both in and out of school. Children are proud of their personal achievements, and staff support success by ensuring equality of access for all children.
- Confident, courteous and articulate children who are eager to learn. Across the school and nursery, children are supportive of each other, both in learning and in play.

The following areas for improvement were identified and discussed with the headteacher and a representative from East Renfrewshire Council.

- Staff should take steps to focus on a smaller number of key priorities for improvement over the year that meet the needs of the school. Staff should ensure all initiatives carried out by staff across the school are directed towards raising attainment and achievement for all learners.
- Improve approaches to planning learning, teaching and assessment to ensure consistently high quality experiences across the school. Staff should make sure all children are appropriately challenged and children should be more involved in leading their learning in order to maximise outcomes for all.

We gathered evidence to enable us to evaluate some quality indicators from [How good is our school? \(4<sup>th</sup> edition\)](#). Quality indicators help schools, education authorities and inspectors to judge what is working well and what needs to be improved. Following the inspection of each school, the Scottish Government gathers evaluations of quality indicators to keep track of how well Scottish schools are doing.

## Here are Education Scotland's evaluations for Giffnock Primary School and Nursery Class

Quality indicators primary stages	Evaluation
<b>Leadership of change</b>	<b>good</b>
<b>Learning, teaching and assessment</b>	<b>good</b>
<b>Raising attainment and achievement</b>	<b>very good</b>
<b>Ensuring wellbeing, equality and inclusion</b>	<b>very good</b>
Descriptions of the evaluations are available from <a href="#">How good is our school? (4<sup>th</sup> edition)</a> , <a href="#">Appendix 3: The six-point scale</a> .	

Quality indicators nursery class	Evaluation
<b>Leadership of change</b>	<b>good</b>
<b>Learning, teaching and assessment</b>	<b>good</b>
<b>Securing children's progress</b>	<b>good</b>
<b>Ensuring wellbeing, equality and inclusion</b>	<b>very good</b>
Descriptions of the evaluations are available from <a href="#">How good is our early learning and childcare? Appendix 1: The six-point scale</a> .	

A more detailed document called summarised inspection findings will be available on the Education Scotland website at <https://education.gov.scot/inspection-reports/east-renfrewshire/8600821>.

### What happens next?

We are confident that the school has the capacity to continue to improve and so we will make no more visits in connection with this inspection. East Renfrewshire Council will inform parents/carers about the school's progress as part of its arrangements for reporting on the quality of its schools.

Ann Floyd  
HM Inspector

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### Giffnock Primary School and Nursery Class Action Plan following Education Inspection

Area for Improvement	<ul style="list-style-type: none"> <li>Staff should take steps to focus on a smaller number of key priorities for improvement over the year that meet the needs of the school. Staff should ensure all initiatives carried out by staff across the school are directed towards raising attainment and achievement for all learners.</li> </ul>				
Impact & Outcomes	Action	Personnel	Timescale	Resources	Monitoring & Evaluation
A smaller number of challenging but achievable improvement priorities	<ul style="list-style-type: none"> <li>In collaboration with key stakeholders develop and agree 2018-19 School Improvement Plan focused on a smaller number of improvement priorities</li> </ul>	Senior Leadership Team (SLT)/ whole staff	Completed June 2018; evaluations during session	School Improvement Plan (SIP) documents	Evaluate impact as part of self-evaluation during session
All stakeholders are clear on the school's strengths and areas for improvement	<ul style="list-style-type: none"> <li>Provide opportunities for children across the school to lead evidence gathering and reporting on aspects of the school improvement plan</li> </ul>	SLT; all P7 children; stage representatives (children) from Pupil Groups	By June 2019	Child Friendly SIP; presentations including assemblies; whole school displays and electronic representations	House Captain, P7/ stage rep evaluations and evidence gathering, including sharing at class level; broad opportunities for reporting/ evaluation
Quality assurance practices will be robust and provide accurate evidence of the school's strengths and areas of development	<ul style="list-style-type: none"> <li>Review the school's approach to evaluation, improvement planning and measuring the impact of changes to involve staff more fully</li> </ul>	SLT; whole staff	During session 2018-19	Review Self-evaluation Calendar of Activities and Implementation Plan in line with SIP	Collegiate evaluations of self-evaluation practices alongside impact of change
Improved outcomes for all learners	<ul style="list-style-type: none"> <li>HT and SLT monitor progress and impact of school improvement plan and manage the pace of change effectively</li> </ul>	SLT; whole staff	For session 2018-19: completed June 2018	Collegiate Working Time Agreement; SIP	Ongoing collegiate evaluation to impact upon use of collegiate time
All staff are committed to and involved in the process of change and improving outcomes for all learners	<ul style="list-style-type: none"> <li>Negotiate the current and future working time agreement with Union Representatives and staff to ensure that appropriate time is given to essential areas of development identified through the school's self-evaluation processes and based on a range of robust evidence</li> </ul>	SLT; whole staff	For session 2018-19: completed June 2018	Collegiate Working Time Agreement; SIP	Ongoing collegiate evaluation to impact upon use of collegiate time
All stakeholders are involved in school improvement	<ul style="list-style-type: none"> <li>Ensure that the actions for school improvements are implemented consistently throughout the school; are given time to embed; and are monitored and evaluated</li> <li>Involve all stakeholders in evaluating progress and in determining future school improvement priorities</li> </ul>	SLT; whole staff; children; parents/ carers	During session 2018-19	Self-evaluation Calendar of Activities and Implementation Plan in line with SIP	Self-evaluation processes



<p>Staff use a wider range of assessment approaches which enable children to work at the correct level of challenge</p> <p>Assessment information is more valid, reliable and relevant</p>	<ul style="list-style-type: none"> <li>• Develop a wider range of assessment approaches, including observations, that are more closely matched to planned outcomes and that include appropriate emphasis on application of learning</li> </ul>	SLT; whole staff	Beginning September 2018	Development Group working; collegiate working; evaluation and revision of school Assessment Framework	Self-evaluation/ Quality assurance processes
<p>Children have opportunities to apply their learning in new and unfamiliar contexts</p>	<ul style="list-style-type: none"> <li>• Provide regular opportunities for staff to take part in moderation activities in and outwith school</li> </ul>	SLT; whole staff	Beginning September 2018	School/ Cluster/ ERC Moderation activities	
<p>Staff use assessment information to inform their planning and ensure they provide a range of activities which meet the identified needs of pupils</p>	<ul style="list-style-type: none"> <li>• Develop improved approaches to observation for effective assessment in the nursery</li> <li>• Develop responsive planning to increase challenge and deepen learning for children in the nursery</li> </ul>	SLT and Nursery Staff	During session 2018-19	Development Group working and collegiate time	
<p>Staff are confident in their professional judgements about how well children are attaining</p>	<ul style="list-style-type: none"> <li>• Review and extend approaches to tracking across the curriculum within the nursery</li> </ul>	SLT and Nursery Staff	During session 2018-19	Evaluation and development of planning methodology/ processes/ formats	
<p>Children can clearly articulate their strengths and development needs as individual learners</p>	<ul style="list-style-type: none"> <li>• Implement new profiling system (paper-based and electronic formats) through class time and collegiate working</li> </ul>	SLT; whole staff; children	Beginning September 2018	Evaluation of current practices; collaboration through cluster network and authority to assess best practice; ERC Early Years Tracking Tool	
<p>Children can clearly articulate their strengths and development needs as individual learners</p>	<ul style="list-style-type: none"> <li>• Implement new profiling system (paper-based and electronic formats) through class time and collegiate working</li> </ul>	SLT; whole staff; children	August 2018 onwards	Documentation	

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