

Summarised inspection findings

Giffnock Primary School

East Renfrewshire Council

26 June 2018

Key contextual information

Giffnock Primary School in East Renfrewshire is multi denominational and the current school roll is 382 in the primary and 56 in the nursery. There are 14 classes in the primary and the nursery class is situated within the same building.

1.3 Leadership of change

good

This indicator focuses on collaborative leadership at all levels to develop a shared vision for change and improvement which is meaningful and relevant to the context of the school within its community. Planning for continuous improvement should be evidence-based and linked to effective self-evaluation. Senior leaders should ensure the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact for learners. The themes are:

- developing a shared vision, values and aims relevant to the school and its community
- strategic planning for continuous improvement
- implementing improvement and change

- Overall, there is good strategic leadership. The senior team led by the headteacher is highly committed to school improvement. The level of planning however, can be overly bureaucratic and this may inhibit the innovation and creativity of staff colleagues. The drive of the headteacher is strong and staff would now benefit from being part of a more collaborative leadership model.
- The staff of Giffnock Primary School are highly committed and enthusiastic in their work and they feel valued as part of the school community. Most staff have a good understanding of the social and cultural context of the school and this enables them to have a good understanding of their children.
- The headteacher models effective leadership. He has a clear understanding of the need for change leading to improvement and of the strategic planning which underpins this. The headteacher is well regarded by all in the school community and is highly committed to developing a positive leadership culture across the staff. The headteacher, his depute headteacher and principal teacher work closely as a team. They articulate a vision through the school improvement plan. Collegiate staff groups are linked to the improvement plan and are beginning to build leadership across the staff. There would be benefit in narrowing the numbers of initiatives and making sure these are based more closely on children's needs.
- The staff along with parents, partners and children, have been working over a period of time to define the school vision values and aims. The values have been agreed, following extensive consultation. These values are beginning to become an integral part of children's language and understanding, and their behaviour. A majority of children can speak confidently about how their school values affect them in everyday situations. There is scope to make sure these values are consistently reflected in everyday behaviours. Senior staff have correctly identified the importance of continuing to embed the values across the school in order to impact on all children's sense of wellbeing.
- The school has a variety of planning frameworks including the School Improvement Plan and the Cluster Plan. There are also a number of plans for areas of leadership across the school. These amount to a large number of targets for staff to overtake within the current school year.

Strategic planning should support a well-paced plan with a small number of realistic targets. All improvement targets should now be based on rigorous school self-evaluation. The school context should be the focus for all planning, taking into account the specific needs of all children within Giffnock Primary School.

- Children in the senior classes are making plans to share with all other children, how they have been involved in the school improvement plan. This good practice would benefit children at all stages of the school. For example they could plan for an aspect of change which might impact directly upon them, for example within their classroom. This would make sure that school improvement planning is relevant to the outcomes for children.
- Teaching and support staff recognise the recent cultural shift within the school and are positive about the opportunity to become more fully involved in leading aspects of the school. The programme of distributive leadership is beginning to enable staff to take responsibility for aspects of the improvement plan. There would be benefit in involving all staff more fully in self-evaluative activities, including aspects of their daily practice. For example, looking closely at daily classroom activities in order to ensure consistent levels of challenge for every child. This would enable a closer link between self-evaluation, school planning and outcomes for children.
- A few children in the senior stages are involved in aspects of leadership. There is scope to develop this across all stages to make sure that all children have the opportunity to develop leadership skills. For example, children would benefit from leading their own learning within classrooms.
- Almost all teachers are embracing new initiatives and are positive about change and innovation. They are keen to make sure that they are at the cutting edge of new ideas. Senior staff should make sure that there is a well-paced approach and a clear purpose behind new ideas to make sure these are sustainable and lead to positive outcomes for children.
- Through the Pupil Equity Fund (PEF) allocation, the school have appointed a member of staff to focus on improving phonological awareness at the early stages. There is a clear plan for the use of PEF funding. It is important to ensure the school are able to report on the impact of interventions for targeted groups of children. The school rationale behind the allocation of resources should link specifically to how they measure closing the attainment gap.
- Staff work well with a number of partners. The leadership team should support staff in linking this work to the Career Education Standard to focus on developing skills for life, learning and work. They should now move towards evaluating the key skills required by the children unique to the school context. Partners could then support staff in delivering these key skills in a more coherent way.
- Overall, there needs to be stronger leadership of change to improve the following key areas. Children should experience a planned and progressive curriculum that includes all the expressive arts. There is a need to develop more fully how children know themselves as learners and lead their own learning. There are a number of able children across the school who are capable of attaining even more. A clearer focus on ensuring thorough tracking and monitoring would maximise their progress.

2.3 Learning, teaching and assessment

good

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

- learning and engagement
- quality of teaching
- effective use of assessment
- planning, tracking and monitoring

- Staff are committed to creating a positive, nurturing learning environment which reflects the school values and is underpinned by mutual respect. Relationships across the school are very positive between staff and children. Children are considerate, respectful, helpful and mannerly. In almost all classes, children are attentive and well behaved. Almost all children are motivated and keen to learn, particularly when presented with tasks and activities which offer the appropriate level of challenge. This leads to a calm learning environment which supports learning.
- As a result of their work on the wellbeing indicators and through the establishment of pupil committees, children have a good awareness of their rights and responsibilities within school and in the wider community. This is further contributing to their developing sense of citizenship.
- Most lessons observed were well organised and the tasks and activities were relevant and interesting. In most classes, teachers use a range of learning and teaching approaches. Teachers could now develop further approaches to differentiation and develop the use of higher order questioning, for example, in order to challenge more able children.
- Across the school, children are active in their learning. Children are regularly given the opportunity to work collaboratively with partners, in trios and in groups. Where this is most effective, the tasks and activities are appropriately challenging and children are given clear roles and responsibilities. In such lessons children are confident when taking on leadership roles within learning tasks. Staff should share this best practice across the school in order to gain greater consistency in challenge across the stages. Teachers should continue to explore opportunities for children to lead learning within and beyond the classroom.
- In most classes staff use whiteboards to inspire and motivate learners. Children have experience of using digital technologies to carry out independent research. They are beginning to develop their skills in programming and in using tablets. The school is in a good position to move forward at pace with their plans to further develop the use of digital technologies and to build on children's prior knowledge. Commendably, they recently received Digital School Award status.
- In most lessons, teachers regularly share learning intentions and success criteria with children. In best practice, success criteria is negotiated with the children and this helps their understanding. In most lessons teachers provide oral feedback to learners through plenary sessions. This is helpful to children in summarising and consolidating their learning and developing knowledge and understanding. Teachers should now consider how their

approaches to formative assessment could help all children set targets for their next steps in learning.

- Children across the school are encouraged to self and peer assess their work. The whole school approach to 'Articulation of Learning' has resulted in a few children talking more confidently and meaningfully about how much and how well they have learned. Children are developing skills in evaluating their learning against the success criteria set for each learning experience. There is scope to develop this approach to help children set appropriately challenging individualised learning targets. This will enable all children to be fully involved in planning their learning, in making choices and in leading their own learning.
- Teachers plan assessment for most curriculum areas. The range of assessment approaches should now be more closely matched to planned outcomes, and should link with the Curriculum for Excellence benchmarks. Teachers should make sure that assessments reflect the knowledge, understanding and skills within the experiences and outcomes. There is scope for teachers to support children to have a deeper understanding of what they do well and what they need to learn next.
- Staff use a variety of school and standardised assessment approaches in the course of teaching and at the conclusion of teaching blocks. It is important to make sure that teacher professional judgement, in the context of Curriculum for Excellence benchmarks, is the main focus for making judgements of attainment. Teachers should now review the range and type of assessment approaches to make sure that children understand themselves better as learners. This will support children's awareness of their skills and lead to a greater depth of understanding, enabling children to work at the correct level of challenge.
- The school has participated in moderation exercises within the local cluster. All teachers should build on this learning to ensure that moderation becomes integral to planning, learning, teaching and assessment. This will support teachers in making robust and reliable judgements on progress across a level and for achievement of a level.

2.2 Curriculum: Learning and development pathways

- Senior staff are currently reviewing the curriculum rationale. Staff are committed to ensuring children experience a broad general education, and develop skills for life, learning and work. The school is keen to involve parents pupils and staff in the creation of their new curriculum rationale in order to reflect the interests of pupils, parents and staff. The school should continue to reflect on the unique features of Giffnock Primary School when developing their curriculum rationale.
- There is scope for teachers to refresh learning experiences across the school. This would involve reviewing the relevance of learning and taking better account of the children's own experiences and knowledge. A review of topics and Interdisciplinary learning (IDL) could provide high quality opportunities to apply and deepen children's learning. Staff should make sure that children have regular opportunities to experience all areas of the curriculum in a planned and progressive way. The use of the benchmarks in other curricular areas could be included in line with school improvement planning. This should include opportunities to develop high quality breadth and depth across the curriculum, leading to greater levels of challenge.
- Senior staff have correctly identified the need to make sure that children experience progression in learning, particularly in music, art and design. Children should experience more regular opportunities to develop their skills in these areas. Children currently experience learning across a broad range of aspects of health and wellbeing, for example they have had a recent focus on developing a growth mind-set and this is beginning to improve children's awareness of themselves and learners.
- The school is well placed to continue with plans to develop digital literacy across learning. Children have opportunities to use digital technology within lessons to record their work. There is scope to involve them more fully in planning digital experiences to further their own learning and increase attainment. In the best practice, digital technology is used very effectively and seamlessly within lessons. The school could build on this good practice to expand and develop digital literacy across all stages to enhance learning.
- There is an outdoor classroom and a trim trail which staff use with children to develop outdoor learning experiences. They recognise the need to review outdoor learning, in comparison to learning outdoors, and to build progressive experiences for all children. This would enable children to expand their learning and to offer alternative ways of engaging and motivating children in order to further raise attainment.
- Children enjoyed learning about the world of work through the careers week which was enhanced by the involvement of parents sharing aspects of their work. Staff can now build on this positive experience to incorporate the Career Education Standards and develop a progressive skills framework across the curriculum. The school is well placed to develop their links with businesses and partners.

2.7 Partnerships: Impact on learners – parental engagement

- The school has a parental engagement calendar, outlining events and activities across the year. This includes social, learning and reporting of progress activities. The school and the Parent Council offer parents the opportunity to discuss the school improvement plan and key priorities for the session. Staff use a range of digital and paper versions of leaflets and newsletters to ensure all parents can access news about school life and their children's learning. These contribute to the open and clear communication which parents appreciate and value.
- The school has developed a welcoming and supportive environment in the new family room. This is used for a range of purposes, including coffee and chat for groups or individuals who may seek information, advice or support.
- Strong partnerships with parents have supported parents to deepen their understanding of children's learning in school. This has included opportunities for parents to share learning in class, and see first-hand, approaches children use to develop their skills in literacy, numeracy and digital learning. Parents interviewed tell us they appreciate information that helps them extend and support children's learning at home and in the wider world. Parents of younger children enjoyed the Read, Write Count workshops. Children who are digital leaders have supported parents to understand the breadth of digital learning in school and experience a range of tools and apps in use. Parents have reached a better understanding of the digital skills children regularly learn and apply and have high expectations for children's digital literacy.
- Parents are regular visitors to school to share in their children's learning. They enjoy reading with children in class, and participating in group learning activities. School assemblies, shows and celebrations are well attended and supported by parents and family members. The school should continue to respond to parental needs in providing as much information on learning as is required.
- The school also benefits from regular fund raising led by groups of parents.
- The school works effectively with parents and a range of partners to support and enhance learning across the school. Parents are regularly invited into school to share their experiences of the world of work. This is most often linked to topics and themes being explored in class. Parents from a range of jobs talk about the skills and knowledge they need to do their work. This supports children to better understand possible future roles in the workplace. The school is continuing to extend its database of parental skills and volunteers. Staff recognise the need to take these interesting learning episodes, and plan them into progressive and coherent experiences for children. This work should offer children opportunities to engage with the Career Education Standard statements.
- A number of parents also help with lunchtime and after school clubs.
- As the school moves forward in improving its curriculum, it should ensure that parents are involved in developing a unique curriculum rationale that reflects the needs and interests of children and families in Giffnock.

2.1 Safeguarding

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority.

3.1 Ensuring wellbeing, equality and inclusion

very good

This indicator focuses on the impact of the school's approach to wellbeing which underpins children and young people's ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of every individual. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements. The themes are:

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- The warm and positive culture and ethos across the school supports the wellbeing of children at all stages. Staff know children and their families very well and respond to the changing needs of children and families.
- The positive, nurturing environment throughout the school stems from effective, well established procedures and approaches to supporting children's wellbeing and understanding of responsibility of all. This is well led by the support for pupils team. Children are confident in their relationships with adults in school and as a result they are assured that personal concerns or issues with learning will be addressed sensitively by staff. There is a strong sense of community where children feel valued and almost all feel treated with respect and in a fair and just manner by adults at school. In pre-inspection questionnaires a few children responded that they are not always treated respectfully by peers. School leaders are aware of this perception and use health and wellbeing learning to support improvement. By representing their peers on school groups children are beginning to demonstrate empathy and an understanding of how to take account of the views of others in achieving outcomes.
- Almost all children feel safe at school and can describe how they apply learning to keep themselves safe in many aspects of their lives. Initiatives such as Bikeability and Junior Road Safety Officers JRSO led assemblies are having a positive impact, enabling children take responsibility for their own safety on the roads. Working with the 'Campus Cop' has provided children with an understanding of the risks associated with social media and the actions they can take to protect themselves online. Older children knowledgeably describe the potential risks associated with the choices and decisions associated with smoking, alcohol, substance misuse and the strategies they are developing to keep themselves safe and well.
- All staff and children know and understand the wellbeing indicators. These are used effectively, in particular in focused discussions with children. This supports children to reflect on their views of their own wellbeing and the progress they are making. There is a shared understanding of children's rights across the school.
- Almost all children can describe healthy lifestyle choices. Most children access opportunities for regular exercise at school including active travel to and from school. Active Schools track, monitor and analyse data on participation in school clubs and activities and more recently out of school activity, to identify where additional opportunities should be provided. School staff monitor participation and take action to ensure all children are included. Children are directly involved in providing their views on the clubs they would like to access at school. Children are proud to represent the school in sporting events and festivals and recognise the opportunities these provide to make new friends and build relationships. In taking forward actions to improve the physical wellbeing of children, it would be helpful to continue the planned work of the sports

committee to review the effectiveness of the daily exercise(mile). This would maximise the positive impact of this regular activity on health and learning for all children.

- Senior staff are aware of the importance of delivering high quality physical education. They should now consider how this is timetabled to ensure that all children receive 2 hours of quality physical education every week .
- Children benefit from an extensive range of learning opportunities in food, health and nutrition. They have a good understanding of the basic principles of nutrition and can relate learning to healthy eating behaviours
- The support for pupil teams, led by the depute headteacher (DHT) work with all staff to ensure children facing barriers in their learning are well supported in class. This includes improving outcomes for children experiencing social and communication challenges. The mental health of children and staff is a high priority in the work of the school. Support staff are well deployed across the school and recognise their professional learning is helping them improve experiences for children in their care.
- Effective use is made of intelligence gained through close working partnerships with a broad range of partner agencies to identify and address children’s needs. As a result of the current cluster focus on aspects of mental wellbeing and resilience children are beginning to use a range of strategies in response to challenging learning or social situations.
- The school takes effective action to comply with statutory duties. Where appropriate, individual children have agreed plans and targets to ensure staff and a range of partners can support progress effectively. Children and families are well supported to access specialist support.
- The school is at the early stages of ensuring that the work of the school improves outcomes for children and families facing socio-economic challenge in order to ensure equity for all.
- The school has identified that a few children would benefit from increased challenge in their learning. We have asked staff to reflect on the activities being offered to ensure children’s learning across the curriculum is broad and appropriately challenging for all.

3.2 Raising attainment and achievement

very good

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- attainment in literacy and numeracy
- attainment over time
- overall quality of learners' achievement
- equality for all learners

- Overall the attainment in literacy and numeracy is very good however, most children could be challenged further in their learning. The school now needs to look closely at how well it adds value to children's attainment.
- The school has achievement of a level data which shows that at early level almost all children are achieving appropriate levels in listening, talking and numeracy and most in reading and writing. At first level, all children have achieved appropriate levels in listening and talking and numeracy and almost all in reading and writing. At second level almost all children have achieved appropriate Curriculum for Excellence levels in reading, writing, listening, talking and numeracy. Senior staff are aware that they need to continue to build on moderation activities to support teacher accuracy in their professional judgement of achieving a level. We ask that staff continue their work on moderation in order to ensure judgements are reliable.
- The school use a 'gradient of learning' to guide children's progress and use this to set targets to track children's progress. Teachers should continue to develop appropriate approaches to assessment which provide children with opportunities to apply their learning in new and unfamiliar situations. This will enable depth and breadth in learning.

English Language and Literacy

- Overall, almost all children are making very good progress in Literacy and English Language although, as previously stated, there could be greater levels of challenge in order to ensure added value for all children.
- Across the school, almost all children listen and respond to adults and to each other in a respectful and courteous manner. At early level, children are developing their listening and talking skills through guided reading activities, story time sessions and purposeful play experiences. At first level almost all children are making good progress in communicating clearly and audibly. In group learning they take turns and can contribute at the appropriate time when engaging with others. Children are learning to apply a few verbal and non-verbal techniques when engaging with others. Through solo talks they are selecting and using objects, pictures and photographs to engage others. By Primary 7, almost all children communicate clearly, audibly and with expression. They are learning how to engage and influence the listener by using persuasive language, facts and opinions, tone and rhetorical questions in class discussions and by participating in debates such as the Provost's Debate. The school should continue as planned to increase structured opportunities across the curriculum to develop listening and talking skills.
- Across the early level, most children are using phonics to decode common and unfamiliar words in text. They are able to use a range of context clues to help them to read and

understand the text. In guided reading sessions they can answer questions to demonstrate their understanding, they can predict what might happen next and they can recount stories in a logical sequence. As children progress through first level they can identify the main idea in texts, they can identify fact and opinion as well as key information in non-fiction texts. At second level children are able to identify the key features of texts, such as a newspaper article, distinguish between fact and opinion and can recognise techniques used by the writer to influence the reader. Children at all stages can select books for enjoyment, they can say who their favourite authors are, identify the styles and genres of writing and can justify their choices.

- The school evaluated that children need more experience discussing and responding to different texts. As a result they have introduced new approaches and they plan to monitor these to make sure there is a positive impact on children's progress.
- Attainment in writing across the school is very good. Across the school the children have the opportunity to write in a variety of contexts and are able to recognise the key features of different texts. Most children at early level are able to write a sentence independently with a capital letter and full stop. Children at first and second level are able to generate ambitious and interesting vocabulary to engage the reader, using knowledge of similes, metaphors, alliteration and onomatopoeia to improve the quality of their writing. Children can make notes and use these to help them structure their writing. They can use descriptive language to create settings and characters. Children receive useful written feedback, based on the success criteria, from teachers and from their peers. At all stages children are developing their skills in self-assessment using success criteria. Children would benefit from regularly revisiting feedback to ensure that targets are being met and that the feedback is leading to improvements in learning.

Attainment in Numeracy

- Teachers are focusing on mental agility strategies to support children in describing the way they are carrying out calculations. They now need to review the teaching of the strategies to focus specifically on enhancing children's mental agility. Teachers are aware of the need to plan for regular opportunities to enable children to apply their learning in new and unfamiliar contexts.
- Overall, almost all children are making very good progress in numeracy. There is scope for the school to extend the challenge for more children and to apply learning in unfamiliar contexts in order to deepen learning.

Number money and measure

- At early level almost all children are able to count forwards and backwards confidently from 20 starting from a given number. They can double numbers to a total of 10 mentally. Most can describe common objects using appropriate measurement language. By the end of the first level almost all children can add and subtract multiples of 100 to and from numbers to 1000. Almost all can use the correct notation for common fractions. Most can use square grids to measure the area of a variety of 2 D shapes. At second level, almost all children can round whole numbers to the nearest 10,000. A few can calculate the percentage of a quantity and use this knowledge to solve problems in every day contexts. A few can estimate the duration of a journey based on knowledge of the link between speed distance and time.

Shape position and movement

- At early level almost all children can describe and sort common 2D shapes and 3D objects according to a variety of criteria. Almost all can understand and correctly uses language of position and direction. At first level almost all children can describe the properties of a range of

common 2D shapes and 3D objects and almost all can identify a right angle. At second level almost all children can use appropriate language to describe a range of angles.

Information handling

- At early level almost all children can collect and organise objects for specific purposes. At first level most children can use the mathematical language to describe the likelihood of events occurring in everyday situations. At second level most children can use the language of probability accurately to describe the likelihood of simple events occurring.
- There is scope for the school to develop further the focus they have on the highest attaining 20% and expand the challenge and contexts for learning for these children to deepen their learning. There is scope to increase attainment by making sure levels of challenge and the pace of learning is appropriately meeting all children's needs.

Overall quality of learners' achievements

- Teachers and pupils recognise children's achievements within the school through a range of awards presented at assemblies, for example, the 'Awesome Achievers' whole school system. The school is developing its 'achievement tree' which will recognise children's achievements out-with school. The children talk positively about receiving awards and are looking forward to the achievement tree being ready to use.
- The school offer a wide range of after school clubs which are very popular with almost all children. They review and track attendance at the clubs and can identify children who do not participate. Staff discuss the range and type of activities offered with the children in order to try to meet the needs of all.
- The children have achieved success in a wide range of national awards. They are rightly very proud of their achievements in national competitions such as the Royal Horticultural Society award, Sports Scotland Gold award and the Junior Road Safety award.
- Senior staff along with cluster colleagues are reviewing their approaches to profiling. Currently children do not yet have a learning log or a clear profile with an understanding of what they know and their targets for learning. The headteacher has recognised that this is an important aspect for moving forward in raising attainment and achievement.

Equity for all learners

- All staff are made aware of the socio-economic context of the school and they actively promote equality of access to all activities, for example after school clubs. The senior leadership team make sure they keep a regular overview of children with specific needs. The school allocation of Pupil Equity Funding is also part of the tracking system where support is monitored.

Choice of QI: Self Evaluation for Self Improvement

- Collaborative Approaches to Self-Evaluation.
 - Analysis and evaluation of intelligence and data.
 - Impact on learners success and achievement
-
- The headteacher is reflective in his leadership style. He is driving an agenda of self-evaluation and reflective practice across the school. Staff have responded well to this and are beginning to use these approaches in their work in order to target aspects of improvement.
 - Staff are beginning to evaluate aspects of learning and teaching. They work effectively as a collaborative team and a few staff are involved in professional enquiry. The teams of staff across stages regularly review their practice and share ideas through discussion. There is scope to link reflective dialogue to school improvement targets, in particular on how to raise attainment.
 - A few children in the upper stages are involved in evaluative activities. These usually involve children reviewing classroom activities. The House Captains are in the process of compiling a video of pupil responses to the school improvement plan. These are positive starts to involving children in self-evaluation and leadership. Staff would benefit from having a holistic overview of classroom practice, looking closely at how children learn and are challenged. They could then involve all children in discussions about the impact of the many initiatives and review how these raise attainment for individuals and groups.
 - Within classes, children have a degree of involvement in planning which topics they learn. They are given opportunities to make choices between some aspects of learning. There would be benefit in empowering children to have a stronger voice within the classroom and to be involved in decision making in planning their learning. This should empower them to make connections between what they are doing and why they are carrying out these activities. They should also be involved in tracking their own outcomes in order to better know their strengths and areas for development.
 - Parents and partners are highly supportive of the school. They are consulted on the school improvement plan and, commendably, this is shared with them in an easily understood format. There is scope to involve parents more fully in strategies for learning and how they might be able to help at home. An evaluation of homework tasks, for example, would enable teachers to target suitable activities, to involve parents as appropriate and ultimately, to raise attainment and achievement.
 - The school gathers and analyses a range of data.. The data records achievement at specific points. Teachers can use the data to support the learning of individuals and cohorts. It is important to make sure all assessment data links closely to the Curriculum for Excellence experiences and outcomes and to the benchmarks. It would be helpful for staff to interrogate data for individuals and groups more fully, in order to make sure children are being stretched and attainment is raised for all.
 - Staff are involved in the implementation of a number of initiatives across the school. It would be helpful to review the success of these with children and parents. This would enable teachers to link the impact of initiatives with improvements in attainment, achievement and health and wellbeing.

- There are areas of leadership across the school, involving both teachers and pupils. These are currently structured within frameworks. The school is not yet using evaluation activities to underpin the frameworks. It is important that evaluation is carried out before improvement plans are agreed in order to make sure targets meet the specific needs of the school. There should be clear and straightforward mechanisms to track the impact of improvement and to link this to future targets and school plans. It is important that all staff are involved in devising a straightforward mechanism for the cycle of evaluation, planning and measuring the impact of changes.

Explanation of terms of quality

The following standard Education Scotland terms of quality are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.