



SANDWOOD PRIMARY SCHOOL

Standards and Quality Report for Session 2013-2014

1	About our school
	<p>Our school roll for session 13/14 was 215. The pupils were allocated to 8 classes, with one composite class. The total staffing this session was 12.4. This includes the Head Teacher, one Depute Head Teacher and one Principal Teacher, who is also the Nurture teacher. One teacher delivered Religious, & Moral Education (RME) and Health & Wellbeing to each class once per week as Non Class contact time.</p> <p>The school is currently undergoing a major refurbishment, externally and internally and is due to be completed by August 2014. We will be welcoming a Language & Communication Unit into the school campus in August.</p> <p>School Vision and Values We strive to create a nurturing ethos where everyone feels respected, valued and encouraged to realise their full potential as Confident Individuals, Responsible Citizens, Effective Contributors and Successful Learners.</p> <p>We Aim to:-</p> <ul style="list-style-type: none"> • Engage young people in the highest quality learning activities. • Develop a culture of ambition and achievement. • Value and empower all pupils and staff. • Promote trust wellbeing and respect. • Work together with parents to promote learning. • Encourage reflection and thrive on challenge. <p>The school community celebrated our Third Green Flag and renewed our Fair Trade status, participated in the Commonwealth 'Game On' Challenge as well as achieving our Glasgow Effective Partnership Award (GEPA).</p> <p>We will continue to support your child in the coming year to develop confidence and resilience to achieve their full potential now and in the future.</p>

SANDWOOD
PRIMARY
is a
Challenging
Achieving
Nurturing
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2	Our achievements this year.
	<p>This year children, parents, staff and other partners worked together to achieve a wide range of improvements:</p> <ul style="list-style-type: none"> • Staff development in curricular areas of literacy, developing consistency of pupil learning in spelling, writing, handwriting and grammar. Policy written to support teaching of reading. As a result there is more rigorous tracking to support pupil progress. • More active involvement of children in decision making on a range of curricular and other matters, including Learning Journeys and selecting Interdisciplinary Learning (IDL) contexts. Children are growing in confidence through being more included in making changes to learning and their school environment. • A consultation of all stakeholders to develop a shared understanding of the four capacities of Curriculum for Excellence (CfE), which has had a very positive impact in the school developing a shared meaning for the whole school community. • A variety of whole school achievements recognised and validated by Glasgow City Council, as well as major partnership working with National Theatre, Fishy Music, Rainbow Pathways and our many business partners. • Commitment and quality of distributed leadership which has positively impacted on our achievements. • Comprehensive RME programme completed. • Pilot of new Health & Wellbeing Programme providing a more cohesive approach with specific skills to develop resilience. • Recognition of commitment for Rights Respecting Schools applied for. • Embedding Nurturing Principles across the school, supporting learning Community

	<p>establishments through hosting visits to the Nurture Room.</p> <ul style="list-style-type: none"> • Cycling Proficiency training completed by 5 members of staff and the programme being piloted at P7. • Creation of our House System and introduction of a new uniform.
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3	<p>How well do young people learn and achieve? (Quality indicators 1.1, 2.1)</p>
	<p>Children across the school continue to develop confidence, self-esteem and skills through involvement in school performances, participating in competitions, taking part in sports festivals, working with the local community and supporting a range of charities. Children enjoy their learning, are happy and feel safe in school and are proud to belong to the school community.</p> <p>Children participate very well in opportunities to take on responsibility through being members of the Pupil Council, Eco Committee, Fair Trade Committee, Rights Respecting Schools Committee, JRSO (Junior Road Safety Officers), Health Committee, House and Vice Captains and as Buddies at P6&7.</p> <p>In classes children work well independently as well as together in groups and pairs. They respond well to the embedded active learning approaches in the school.</p> <p>Attainment in Mathematics & Numeracy, English & Literacy and Health & Wellbeing has remained at a consistently high standard across the school. Children's writing continues to improve through our Models for Writing Programme, including children's work being published in the Young Writers Monster Poem Anthology.</p> <p>Focus weeks and events for Fairtrade, Science, Health, ECO, Poetry Recitation and Burns Family celebration have been very successful in allowing opportunities for application of knowledge.</p> <p>All pupils are involved in developing combining target-setting and evaluations of learning through Learning Journeys which are shared with parents and carers. Weekly assemblies are used to share class learning, with classes regularly hosting Displays of Knowledge for families.</p>

4	<p>How well do we support young people in their learning and development? (Quality Indicators 5.1, 5.3)</p>
	<p>Improvements in Planning have supported curriculum development across all areas. More rigorous tracking of Experiences and Outcomes across Environmental Studies and of achievements in spelling and writing in place.</p> <p>Appropriate scaffolding and differentiation is planned to meet the needs of the individual child and is designed to enable all children to make progress. Teaching approaches are designed to encourage the development of creativity and thinking skills in our children. Skilled questioning and high quality interactions have encouraged and supported children to be more confident in expressing their views about their own learning. As a result, children are highly motivated, fully engaged in learning and are comfortable expressing their views. Staff use praise effectively to develop positive attitudes amongst children.</p> <p>Children with English as an additional language are supported to access the curriculum through skilful staff support. Partnership with the School Gates programme is providing English Speaking Classes for parents and children. The school ensures it works effectively with a range of other professionals to meet children's needs, e.g. Quarriers, Prince & Princess of Wales Hospice, Barnardos, School Nurse, Interrupted Learners Service, Educational Psychologist, Social Work, Speech & Language Therapy and Additional Support for Learning Technology Service.</p> <p>We are continuing to improve our curriculum and learning environment as staff use guidance from Curriculum for Excellence with increasing confidence. The curriculum is enhanced by working with an extensive range of partners from the local community and by an increased range of educational visits e.g. Science Centre, Strathclyde University, LIDL health Bus, Jamie's Restaurant, Rosshall Academy Home Economics Dept, Frankie & Benny's, Gambado, BBC Studios, Penilee Community Centre, Hillhead Mosque, St Andrews Church, Our Lady & St George Church and P7 Residential Trip to Blairvadach. Staff have worked with colleagues across the learning community to moderate in Science. A working group across the learning community developed a shared approach to learning and teaching of Science. Getting it Right for Every Child (Girfec) underpins everything we do for children in the school, especially at times of transition.</p>

5	<p>How well do we improve our work? (Quality Indicator 5.9, 9.4)</p>
	<p>All school staff are committed to the process of Self Evaluation and the school has a good understanding of what it does well and what needs to be improved. We continually reflect on our practice and are committed to improving this. There is an ongoing commitment to developing the skills/ competencies of all staff.</p> <p>All staff are extremely committed to children and their families, listen to the views of children and make changes to the curriculum and other aspects of school life as appropriate. Parents are supportive of the school and appreciate the range of ways they can share their views with staff.</p>

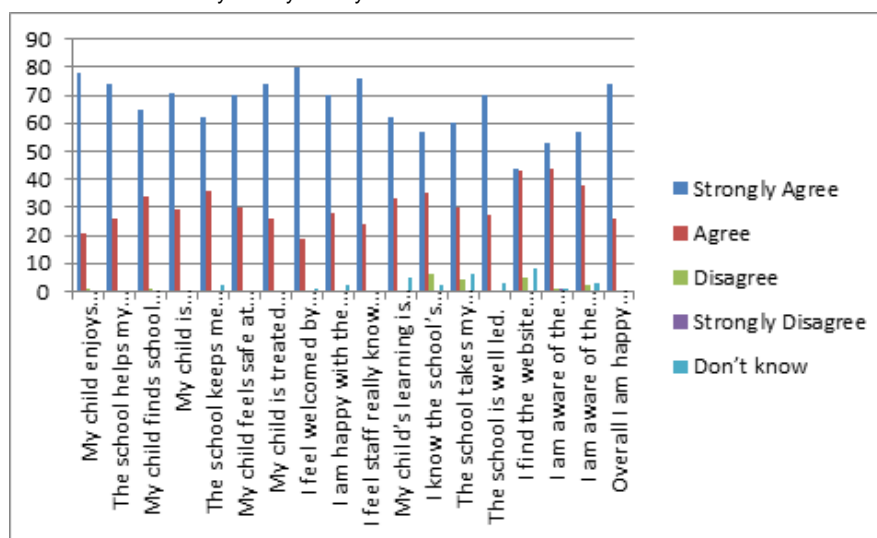
6	<p>Here is what we plan to improve next year.</p>
	<ul style="list-style-type: none"> • Support nurturing principles across the school, including Conflict Resolution and Solution Focused strategies for all • Seek all stakeholders feedback on Vision Values and Aims • Ensure that planning to meet the needs of children is consistent with the principles within Getting it Right for Every Child, and the Rights Respecting School

- Further develop curriculum delivery, assessment and moderation in Science, Reading & Health and Wellbeing
- Pilot Positive Coaching Scotland Approaches and create an updated Physical Education programme to link with this.

Feedback from parents/carers.

We regularly ask for parental feedback on school developments, curricular and non-curricular. We encourage parental support for improvements. Throughout the year the school informs parents through monthly newsletters, school texts and letters, Facebook page, school website, parent council meetings, 2 parents meetings, parental open afternoon and workshops, parent audits and questionnaires. Involvement of parents on school groups and parent helpers on school excursions. We aim to provide a clear opportunity and mechanism for parents to respond to report/comment on improvement priorities.

Results from our family survey in May 2014 are as follows:-



1.	My child enjoys learning at school.
2.	The school helps my child to be more confident.
3.	My child finds school work interesting.
4.	My child is encouraged and stretched to work to the best of their ability.
5.	The school keeps me informed about my child's progress.
6.	My child feels safe at school.
7.	My child is treated fairly at school.
8.	I feel welcomed by the school.
9.	I am happy with the school's approach to discipline.
10.	I feel staff really know my child as an individual and support them well.
11.	My child's learning is enhanced through attending after school clubs and chosen Golden time activities.
12.	I know the school's priorities for improvement.
13.	The school takes my views into account.
14.	The school is well led.
15.	I find the website informative and interesting.
16.	I am aware of the school's Vision, Values and Aims.
17.	I am aware of the principles of Curriculum for Excellence.
18.	Overall I am happy with the school.

For more information about this report please contact:-

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