



SANDWOOD PRIMARY SCHOOL

Standards and Quality Report for Session 2014-15

About our school

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SANDWOOD
PRIMARY
is a

Challenging
Achieving
Nurturing

do school



Our school roll for session 14/15 was 265. The pupils were allocated to 10 classes, with two composite classes. The total staffing this session was 14. This includes the Head Teacher, one Depute Head Teacher and one Principal Teacher, who is also the Nurture teacher. Miss Carey delivered PE 3 days a week as part of Non-Contact Time (NCT) for teachers.

The school undergone a major refurbishment, externally and internally and we welcomed a Language & Communication Resource into the school campus in October 2014.

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.

We Aim to:-

- 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.

We continue to be an Eco and Fairtrade School. This session we have been awarded:-

- John Muir Award (*an environmental award scheme focused on wild places*)
- Scottish Engineering Leaders Award (*an award that challenges Primary and Secondary school pupils across Scotland to research and interview inspiring engineers.*)
- Lord Provost Award for Road Safety
- Rights Respecting Schools Recognition of Commitment
- Commonwealth Games Plaque for commitment to learning linked to the Games.
- Achievement of GOLD Status from Sport Scotland
- 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.

Our achievements this year.

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This year children, parents, staff and other partners worked together to achieve a wide range of improvements:

- Staff development in curricular areas of literacy, developing a skills pathway for reading. This will ensure progression of skills from P1-P7.
- Development of science skills pathways that ensure that science skills are taught comprehensively and progressively from P1-P7.
- A draft Health & Wellbeing programme and policy has been collated, ensuring coverage of Experiences and Outcomes, a whole school approach to Key Themes (Significant Aspects of Learning) in Health and Wellbeing.
- Pupil progress Tracking System developed for Literacy, Numeracy, Science, Social Subjects, Technology and Health and Wellbeing. This will ensure more detailed information on pupil progress which will further inform next steps for pupils.
- Recognition of commitment to Rights Respecting School values awarded this session.
- Continued major partnership working with 'Sense Over Sectarianism', Quarriers, Sainsburys, Fairtrade, Morrisons, Glasgow Housing Association and the Coop.

	<ul style="list-style-type: none"> • Commitment and quality of distributed leadership which has positively impacted on our achievements. • Cycling Proficiency completed by Primary 7 pupils. • Primary 6 pupils trained as Peer Mediators. • Enhanced Promoting Positive Behaviour Approaches with revised School Rules and 'Good to be Green' initiative introduced. • A wider range of Parental Workshops offered by School Gate Project engaging more parents. • Improvements in pupil behaviour through the introduction of new School Rules as part of our Promoting Positive Behaviour Approaches created in partnership with our pupils. • Positive Coaching Scotland Approaches introduced throughout the school. • Continued commitment to fundraising – Children in Need, Comic Relief, Quarriers, Prince and Princess of Wales Hospice, Yorkhill Sick Children's Hospital, UNICEF and Marie Curie.
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3	How well do young people learn and achieve? (Quality indicators 1.1, 2.1)
	<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, Peer Mediators, House and Vice Captains and as Buddies at P4-7.</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 consistent standard across the school.</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 target-setting and evaluating their learning through Learning Journeys. Learning Journey formats have been further developed to be more age and stage appropriate and meet the needs of our learners. Weekly assemblies are used to share class learning, with classes regularly hosting Displays of Knowledge for families.</p>

4	How well do we support young people in their learning and development? (Quality Indicators 5.1, 5.3)
	<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 and wider community and by an increased range of educational visits e.g. Beyond Quilts – Commonwealth quilt project, Science Centre, Strathclyde University, Rosshall Academy Home Economics & PE Depts, Frankie & Benny's, STV Studios – Christmas Choir, Penilee Community Centre, Fischey Music, St Andrews Church, Our Lady & St George Church, Cartha Rugby Club, Rangers / Celtic coaching, Childline workshops, Burns Workshops, Titanic workshop and P7 Residential Trip to Blairvadach.</p> <p>We have an extensive range of PE opportunities/coaches for all pupils. We introduced Positive Coaching Scotland approaches and have embedded ROOTS principles this session. We worked collaboratively with a science and technology Leader of Learning to further develop our work on science and technology this session.</p> <p>Staff have worked with colleagues across the learning community in transition projects - Early Phonological Awareness at Early level, redrafting of the nursery /primary transition document and a P7 / S1 Technology project, Mini Game Jam.</p> <p>Improvements in Planning have supported curriculum development across all areas. More rigorous tracking of Experiences and Outcomes across all curricular areas and of achievements in numeracy, spelling, reading and writing are in place. Standardised testing of spelling and reading further supported tracking.</p> <p>Appropriate support for pupils in place linked to tracking and professional judgement. 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>Significant staff development has taken place in supporting additional support needs this session through attending CPD twilights on challenging behaviour, autism, sensory issues and</p>

dyslexia. Along with trialling of supports e.g. STAR charts, de-escalation strategies, sit and move cushions, 5 point scale, emotional literacy approaches etc.

Enhanced Nurture provision has been introduced to support pupils through the introduction of afternoon sessions.

Welcoming of LCR to establishment – increased partnership working at all levels across the school, pupils from LCR welcomed into the main playground, participation in PE lessons, class lessons, focus groups e.g. Fairtrade and whole school activities.

Our Promoting Positive Behaviour policy has been updated to reflect our new School Rules and Procedures.

Children with English as an additional language are supported to access the curriculum through skilful staff support.

The School Gate Project continues to support parents through paediatric first aid course, sewing projects and face painting workshops.

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, Educational Psychologist, Social Work, Speech & Language Therapy, GDSS and Additional Support for Learning Technology Service.

The Nurture Room supports pupils effectively and supports positive reintegration into class. We received a highly positive Quality Assurance Nurture visit this session.

Getting it Right for Every Child (GIRFEC) underpins everything we do for children in the school, especially at times of transition.

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How well do we improve our work? (Quality Indicator 5.9, 9.4)

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 on-going commitment to developing the skills/ competencies of all staff.

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.

A parental workshop was held on PCS and families consulted with at parents' evenings. Staff attended and some presented at the Teach Meet hosted by Rosshall Learning Community(LC). Staff have volunteered to be part of Peer shadowing within school and across our LC.

The majority of staff have an additional area which they take responsibility for, indicating strong corporate responsibility and distributed leadership throughout the school.

Our Parent council is well established and is continually involving more family members to support ongoing initiatives and instigate new ones. We highly value the support of our families.

The Senior Management Team work strongly together to support school improvement across all the school community.

PE Networking meetings have been established at Sandwood for the South. A member of staff leads development and teaching of PE and has created new planning formats that link with the Significant Aspects of Learning in liaison with South Lead PE Officer.

The DHT led sessions for the LC on Welfare Assessment Plans and has worked individually with HTs across the city.

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Here is what we plan to improve next year.

Learning & Teaching

- Increased achievement and attainment for learners in numeracy and STEM (Science, Technology, Engineering and Maths).
- Pupils experiencing an increased coverage of skills / knowledge in music and art
- Pupils demonstrating Positive Coaching Scotland (PCS) approaches in all areas of school life.
- P1-7 pupils demonstrating a wider knowledge of French language and can describe experiences in a third language.
- Pupils using GLOW regularly to enhance their learning experiences.

GIRFEC (Getting It Right For Every Child)

- Pupils targets informed by Glasgow's Motivation and Wellbeing Profile
- Pupils wellbeing enhanced by a deeper understanding of their needs through Glasgow's Motivation and Wellbeing Profile.
- Enhanced communication approaches for pupils
- Pupils' deepened understanding and acknowledgement of children's rights.
- Pupils increased ability to resolve conflict and develop resilience.

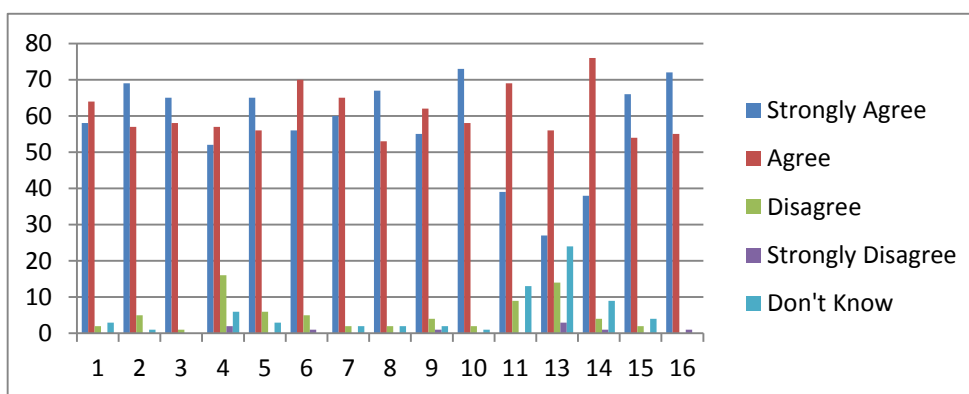
Self Evaluation

- Shared Vision, Values and Aims that reflects the current school community.
- Clearly planned experiences to meet the needs of pupils and raise attainment and achievement in literacy, numeracy and science.
- Achievements evidenced in Learning journeys that inform pupils next steps, teachers' planning and aids reporting to parents.
- Pupils' engagement with their learning increased through provision of nurture.
- More informative reporting framework that clearly identifies pupils strengths and next steps, which link directly to planning and assessment

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 formal 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 2015 are as follows:



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

For more information about this report please contact:-

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