



SANDWOOD PRIMARY SCHOOL

Standards and Quality Report for Session 2015-16

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SANDWOOD
PRIMARY
is a

Challenging
Achieving
Nurturing

do school



About our school

Our school roll for session 15/16 was 283. The pupils were allocated to 11 classes, with two composite classes. The total staffing this session was 19. 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 encompasses Sandwood Language and Communication Resource which became part of the remit of the Head Teacher in June 2016

School Vision, Values & Aims

Vision

To promote a nurturing, inclusive ethos with high expectations, where everyone has the right to achieve, be respected, valued and celebrated.

Values

We will:

- Work together to promote lifelong learning skills that ensure our pupils are motivated, challenged and confident.
- Promote and develop resilience, wellbeing and fairness for all for a sustainable future.
- Work in close partnership with our school community to ensure that our pupils achieve their full potential.

Aims

We will:

- Engage and include all in the highest quality learning experiences.
- Develop a 'can do' culture of challenge, ambition and achievement.
- Value, trust respect and empower all.
- Work together with all partners to promote learning and opportunities
- Encourage reflection and promote independent learning.
- Encourage social responsibility.

We hold the following awards:-

- Eco School.
- 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.

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Our achievements this year.

This session we have been awarded:-

- Fair Achiever award – we retain our Fairtrade Status

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How well do young people learn and achieve? (Quality indicators 1.1, 2.1)

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

- More rigorous tracking of attainment in numeracy, spelling, reading and writing are in place. Standardised testing of spelling and reading further supported tracking to provide robust data to inform achievement of a level and next steps for pupils learning.
- 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.
- In classes children are developing growth mind sets and this is aiding in developing a 'can do' attitude.
- Attainment in Mathematics & Numeracy, English & Literacy and Health & Wellbeing has shown a slight increase this session. In particular spelling of common words has improved by over 95% in every class.
- 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.
- 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.

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How well do we support young people in their learning and development? (Quality Indicators 5.1, 5.3)

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 and assessment for reading. This will ensure progression of skills from P1-P7.
- Assessments developed for Numeracy and reading to ensure pupil progress and reduce gaps in learning.
- Staff development in supporting pupils with Additional Support Needs ensuring targeted interventions to include pupils with ASN within the life of the school.
- Nurture tracking system in place to ensure continued progress for pupils who have received nurture.
- Enhanced nurture provision for pupils.
- Continued major partnership working with, Quarriers, Sainsburys, Fairtrade, Morrisons, Glasgow Housing Association, Peter Vardy and the Coop.
- 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.
- Partnership working with Parent Council to develop Outdoor space.
- Partnership working with a wide variety of organisations e.g. Science Centre, Strathclyde University, Rosshall Academy Home Economics & PE Depts, Penilee Community Centre, St Andrews Church, Our Lady & St George Church, Cartha Rugby Club, Rangers / Celtic coaching, Burns Workshops, Hopscotch, Road Safety Presentations, Rookie Rockstars and P7 Residential Trip to Blairvadach.
- We have an extensive range of PE opportunities/coaches for all pupils. We embedded Positive Coaching Scotland approaches this session and have worked closely with our Active Schools Coordinator to widen participation in after school clubs.
- Staff have worked with colleagues across the learning community in transition projects particularly at P7 / S1 with a Technology project, Numeracy & Mathematics moderation, Mini Game Jam and a sports day event.
- Targeted support is in place for all pupils. In particular pupils with ASN are supported very well and through the development of sensory assessments and sharing of information, these pupils are supported extremely well with all pupils being included within mainstream to varying degrees. Our work on sensory assessment is being

shared among educational Psychologists within the city.

- Children with English as an additional language are supported to access the curriculum through skilful staff support.
- Effective partnership working with a range of other professionals to meet children's needs, e.g. Quarriers, SNAP, 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 in a variety of ways and supports positive reintegration into class. Nurture principles embedded across the school.
- Getting it Right for Every Child (GIRFEC) underpins everything we do for children in the school, especially at times of transition. Tracking formats have been developed to ensure pupil progress in areas of wellbeing.
- Cycling Proficiency completed by Primary 7 pupils.
- Primary 6 pupils trained Playground Buddies who introduced equipment into the playground.
- Enhanced Golden Time provision to link with Promoting Positive Behaviour policy.
- Positive Coaching Scotland Approaches embedded throughout the school.
- Continued commitment to fundraising – whole school support of Malawi to fundraise to send our P7 teacher Mr Strain this summer.
- Whole school focus on Sandwood's 60th birthday, including research, presentations and a whole school show.
- Continued access to outings for all classes with the inclusion of new places / focus.
- Primary 4 pupils experienced Forest Schools.
- Primary 4 pupils introduced daily PE- 10 minute run each morning.
- Primary 4 pupils trialled Sumdog – online mathematics resource and this had a significant impact on enthusiasm and attainment within numeracy.
- Increased participation in sporting events e.g. P7 pupils attended swimming gala for the first time and all made the final!

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

- Staff are committed to the process of Self Evaluation and all staff are beginning to use the latest self-evaluation resource *How Good is Our School 4* to inform next steps.
- Continued inclusion of parents / carers into the life of the school through a wider range of Parental Workshops offered by School Gate Project and school events.
- New report format trialled with positive feedback.
- All staff listen to the views of children and make changes to the curriculum and other aspects of school life as appropriate.
- A parental workshop was held on supporting literacy and numeracy and Sexual, Health and Relationships Education.
- Pupils included in Parents evenings to be involved in discussions about their learning, this was very successful.
- Distributed leadership evident at all stages throughout the school.
- The Senior Management Team work strongly together to support school improvement across all the school community.
- Welcoming of LCR to establishment – further partnership working at all levels developed 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.
- PE Networking meetings are on-going at Sandwood for the South. The school worked with Education Scotland in the development of the Significant Aspects of Learning for PE.
- Sandwood LCR management is now within the remit of the Head Teacher and this is overseen by the DHT, new initiatives are being developed for further partnership working.
- Our Parent council is well established and is continually involving more family members to support on-going initiatives and instigate new ones. We highly value the support of our families.

Here is what we plan to improve next year.

Learning & Teaching

- Increased achievement and attainment for learners in numeracy, reading and STEM areas.
- Pupils demonstrating increased understanding of numeracy concepts through SEAL approaches.
- Pupils experiencing an increased coverage of skills / knowledge in music and art
- Pupils demonstrating 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 GMWP.
- Deepened understanding within staff about sensory issues and attachment – more targeted support for pupils with ASN.
- Pupils wellbeing enhanced by a deeper understanding of their needs through GMWP
- Enhanced communication approaches for pupils.
- Pupils' deepened understanding and acknowledgement of children's rights and their role as global citizens.

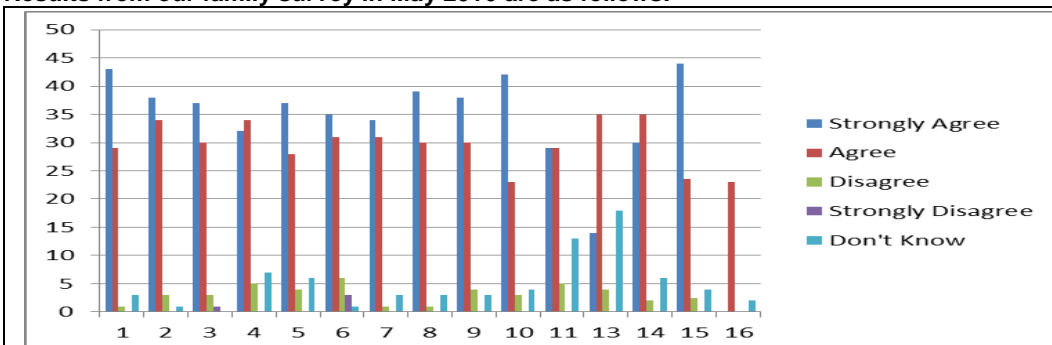
Self-Evaluation

- Embedded 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 pupil's next steps, teachers planning and aids reporting to parents. Increased involvement in pupil's leading learning.
- Pupils' engagement with their learning increased through continued provision of nurture.
- More informative reporting framework that clearly identifies pupil's strengths and next steps, which link directly to planning and assessment and reflect NIF priorities.
- Increased knowledge and use of HGIOS 4.

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 2016 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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