

Supporting Improvement: Standards and Quality Report



The summary report is provided for parents/carers and partners to outline our achievements this session and our priorities for next session. Throughout this session we have taken forward our priorities as detailed in our school improvement plan. Through our processes of self-evaluation, we have identified how we can improve outcomes for our children and young people.

Our achievements and improvements this year.

We would like to highlight the following improvements/achievements:

Key developments (leadership of change) Q1 1.3

- Whole school community was revisited and updated the Vision, Values and Aims to support the school ethos.
- There is a welcoming atmosphere evident throughout the school, children presented as happy, well-behaved, well-mannered, respectful and engaged in learning. (VSE Report)
- Leadership of learning is promoted at all levels and pupils are more involved in the leading this through increased involvement in personal target setting and continued involvement at parents' nights.
- Staff continue to plan for inclusive, interesting curriculum activities and in addition provide new opportunities. Some examples are:-
 - Daily Mile P2 and P4, P4/5, LCR
 - Outdoor learning – whole school
 - Philosophy at P6
 - Spanish at P5
 - Engineering P2
 - Therapets at P3
 - Sum dog P4, P5
 - Explorify Science P4
 - Nifty Fingers programme- P1 –P3
 - Careers Day P1-7
 - Communication Friendly School –improving the environment and interactions to support all pupils.
- Pupil roll has increased from 285 to 313 as a result of high profile and positive reputation of school within community.
- Numeracy training for all staff and family workshops has resulted in increased attainment for almost all pupils.
- The Senior Leadership and staff teams are committed to embracing change to support improved wellbeing, achievement and attainment for all children. (VSE Report)

Developments in learning, teaching and assessment Q1 2.3

- Numeracy approaches and tracking increased attainment and enjoyment for almost all pupils.
- Pupil's reading has progressed and improved as a result of targeted reading assessment.
- Pupils are more actively leading their own learning which has resulted in confidence to plan and discuss their own learning.
- Increased family participation has impacted significantly on work and life of school.
- Varied and exciting opportunities provided to support skill of life, learning and work e.g:-
 - Scottish Engineering Awards – 2 x P2 pupils had work displayed,
 - Author visits –Pupil Runner Up of the Thumble Tumble Budding Bloggers 2016 competition!
 - Sports Star Challenge Awards – LCR Class 2
 - Micro Tyco Enterprise achievement – LCR Class 3
 - Art Award from Kelvingrove Museum – LCR Class 4 (2 pupils)
 - P4 Family hill walk to 'The Whangie'
 - Continued engagement in sporting opportunities throughout the school, with more focus at the younger stages.

Progress in promoting well-being equality and inclusion QI 3.1

- Targeted interventions in place to support all pupils to engage in their learning and access the curriculum.
- Continued success with inclusion of almost all pupils.
- Enhanced nurture and sensory room support pupils to achieve within the wider school context.
- Pupil voice valued and pupils feel listened to.
- Conflict and peer mediation supported within school.
- Continued staff development supports inclusion.
- Personalised learning is provided for all pupils to ensure pupil learning is continuing to develop.
- Staff continue to use innovative ways to include pupils in the life of the school.
- The school is committed to ensuring the wellbeing of all children and their families. (VSE Report)
- Staff are committed and work hard to create an environment where children feel listened to and are secure in their ability to discuss personal and sensitive aspects of their lives because they feel cared for. (VSE Report)
- Almost all children spoken to were able to discuss their emotions and could manage situations appropriately. (VSE Report)
- Pupils are active participants in discussions and decisions which may affect their lives and feel valued and listened to. (VSE Report)

Progress in children's learning /raising attainment and recognising achievement QI 3.2

- Continued improvement in progress within numeracy and literacy for almost all pupils.
- Significant progress in spelling - 95% improvement in spelling ages.
- Improved tracking and assessment procedures in place to give more detailed data to further inform targeted support required for all pupils.
- Numeracy CLOL interventions has deepened numerical understanding for almost all pupils.
- Attainment is increasing steadily.
- Very effective transitions in place to support all pupils at key points and in relation to individual need.
- Majority of pupils are taking increasing responsibility for contributing to their achievements.
- Increase in pupils being more independent with their learning.
- Improvement in pupil approach to learning through work on 'Growth Mindset' and developing a 'Can Do' attitude.
- Awards received and maintained: - 4th ECO flag, Fair Achiever status for Fair Trade, Recognition for Road Safety.
- Promoting Positive Behaviour Policy revisited and updated – further systems in place for pupil achievement to be recognised and rewarded.
- Continued recognition of pupil achievements out with school through Sandwood stars and at assemblies.

Here is what we plan to improve next year.

1.Literacy

- Continued focus on Improving Literacy, focus on reading and skills for life.
- Whole school approach to phonological awareness
- Increased family learning engagement and opportunities

2. Numeracy

- Continued focus on improving numeracy and mathematics and skills for life.
- Increased family learning engagement and opportunities

3. Health & Wellbeing

- Therapeutic approaches to mental health further developed
- Growth Mindset
- Communication Friendly School

4. Skills for Learning, Life and Work.

- Further engagement with Careers 3-18 standard
- Develop use of digital literacy
- Increase relevance in learning experiences for pupils –links to real life contexts.
- Use local context to plan experiences for pupils to ensure skills appropriate to their needs.

How can you find out more information about our school?

Please contact us directly if you require further information or if you wish to comment on the report.

The contact e-mail address is: Headteacher@sandwood-pri.glasgow.sch.uk

Our telephone number is: 0141-883-8367

Our school address is: Sandwood Primary School, 120 Sandwood Road, Penilee, G52 2QY

Further information is available in: the school website www.sandwood-pri.glasgow.sch.uk , newsletters, School Twitter page and the school handbook.