



OFFICIAL

Supporting Improvement: Self Evaluation

Session: 2025-2026

Establishment name	Sandwood Primary School
Learning Community	Rosshall Learning Community
Link Officer	Sarah Richford
Head of Service	Carolyn Davren



OUR PURPOSE
Sustainable development goal 4:
Ensure inclusive and quality education
for all and promote lifelong learning.



OUR VALUES
COMPASSION, AMBITION, TRUST, EQUITY



OUR VISION
A world class learning city founded
on nurture principles.



OFFICIAL

EVALUATIVE STATEMENTS
Quality Indicator 1.3 Leadership of Change

<p>How well are you doing? Evaluative statements describing the impact of improvement actions detailed in your current Improvement Plan (measured against expected outcomes)</p>	<p>How do you know? Describe the evidence you have gathered which details impact on pedagogy and learners</p>	<p>What are you going to do now? What are your next steps/ priorities in this area?</p>
<ul style="list-style-type: none"> • Almost all pupils and staff can identify and demonstrate our VVA which permeate key school initiatives, events and embedded within the life of the school. • Senior leaders prioritise supporting leadership at all levels. • Almost all staff are clear about our strengths and areas for development across the board. • VVA permeates through class teaching and learning opportunities. • Majority of our pupils are active within committees. • Majority of our pupils are involved in the improvement planning process. • All staff are using data more effectively to identify gaps in progress to plan targeted learning programmes. • Continued focus on VVA ensuring that these underpin our ethos, approaches and philosophy to all areas of development. • Continued opportunities for staff and pupils to led o initiatives throughout the school year. 	<ul style="list-style-type: none"> • Pupil’s behaviour, demonstrating knowledge of VVA • Certificates, Rewards – wording reflects values • Assemblies include references to VVA • Values Voyagers are referenced by almost all pupils and staff and these are prominently displayed across school. • Most Staff are leading on various initiatives – Aladdin, Digital Learning, STEM, committee focus, residential outing, Makaton which is ensuring that most of our pupils are engaging with wider curriculum initiatives. • Digital Ambassadors initiated, ECO day designed and lead by pupils, pupil led dance clubs. • Use of SNSA, Fact, Story Action, Holistic tracker and Monitoring and Tracking Tool is supporting progress within learning for targeted pupils. • Almost all pupils can identify our Vision, Values and Aim, this was very clear throughout their designs to decorate our Scotty Dog as almost all designs contained the Vision and Values and ultimately became part of the finished design. 	<ul style="list-style-type: none"> • Continue to embed VVA through all school approaches. • Continue to offer areas for responsibility linked to school SIP and staff PRD areas for area for development. • Review approaches to committees to include a wider range of pupils in meaningful leadership. • Offer improved opportunities for pupils to be involved in Improvement Planning. • Further develop use of data to inform next steps in learning for all pupils and in particular to enable amber levels to close the gap to be on track.

Using the descriptors from HGIOS 4, how do you evaluate your progress within this Quality Indicator? (Please Highlight)

Unsatisfactory
Weak
Satisfactory
Good
Very Good
Excellent

EVALUATIVE STATEMENTS Quality Indicator 2.3 Learning, Teaching & Assessment					
How well are you doing? Evaluative statements describing the impact of improvement actions detailed in your current Improvement Plan (measured against expected outcomes)	How do you know? Describe the evidence you have gathered which details impact on pedagogy and learners.	What are you going to do now? What are your next steps/ priorities in this area?			
<ul style="list-style-type: none"> • Almost all staff employ consistency of approach of skills pathways. • Almost all staff have received training on Adaptive Teaching through Glasgow’s Pedagogy. • Almost all staff are utilising digital technologies to support access to the curriculum and support ASN. • Most pupils are demonstrating an Improved ability to engage with digital learning through wider use of apps and digital technologies. • Shared understanding of approaches in NMM further developed through moderation activities within Learning Community. • All staff are employing creative approaches throughout learning. • All staff are developing art skills at all stages and showcasing pupil’s artwork in Creativity Corridor. • Shared understanding of approaches in Reading further developed through moderation activities within Learning Community. • All P6 & P7 pupils using Book Creator to evidence learning across curricular areas. • All P6 – P7 staff using Showbie effectively to enhance Teaching and Learning leading to more personalised feedback and targeted learning experiences. • DLOLs and identified staff led on staff development in identified apps resulting in increased staff confidence and improved engagement from pupils. 	<ul style="list-style-type: none"> • Termly Jotter moderation by SLT identifies consistency of approach and informs next steps for development / focus. • Staff approaches discussed at termly tracking meetings, these outline creativity in meeting pupil need and to raise attainment. • Termly assessments • Staff sharing good practice at CAT sessions through Teach Meet approach. • Moderation planning event on 25.9.24 • Some classes trialling Showbie and book creator during snapshot week to evidence learning. • Displays of art work form all mainstream classes in creativity corridor. • Creativity skills evident in displays and through pupil experiences. • Almost all Staff can discuss what our SIP priorities are and how these will impact on attainment & achievement. • Use of Rights based Language • Rights Articles shared at assemblies, newsletters and shared across the school on a weekly basis. • P7a class leading on Equalities across the school. • Silver Rights respecting Schools Accreditation achieved in June 25 • P6&7 utilised Book Creator to complete Learning Journeys this session and in sharing their learning, all pupils in focus groups, requested that this be the platform to use moving forward as they can express their creativity in how to present their learning. 	<ul style="list-style-type: none"> • Full monitoring and QA model unable to be supported by SLT at this time due to pupil need support – return to previous model when possible. • Continue opportunities for staff to share good practice. • Deliver moderated lessons prior to feedback session in February Inset 2025. • Continue to utilise digital technologies to evidence learning. • PTs to led TIG groups, where possible to target identified gaps in learning in reading and numeracy. • Increase use of digital technologies for planning and assessment. • Complete focus on Glasgow’s Pedagogy with input on metacognition for all staff. • Further develop creativity skills with a focus on developing drama at all stages. • LCR to further adapt planning to accommodate needs of new intake of pupils for 25 – 26. • Reinstate the Digital Ambassadors Programme and deliver consistent opportunities for the Ambassadors to support Learning. • Digital framework to be populated in a more user-friendly way to ensure consistent approach to skills development across all stages. 			
Using the descriptors from HGIOS 4, how do you evaluate your progress within this Quality Indicator? (Please Highlight)					
Unsatisfactory	Weak	Satisfactory	Good	Very Good	Excellent

EVALUATIVE STATEMENTS					
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<ul style="list-style-type: none"> • Some classes utilised the Digital Ambassadors to support use of applications which supported pupils to access and engage more widely with identified apps. • Almost all staff have completed the Digital Discourse training. • Majority of staff have participated in drama CLPL and trialled approaches in a variety of curricular areas. • Development of Drama planners were put on hold as authority stated that these were going to be updated and shared with schools. • Almost all staff and pupils participated in the CREATE Scotland Challenge and Glorious Glasgow topic which ensured consistency and progression from Early to Second Level. • Achievement of Create bronze award for development of creative approaches allowing pupils to develop their skills and confidence using different approaches. 	<ul style="list-style-type: none"> • DLOs created an updated Digital Strategy for session 26- 27. • Teacher feedback from involvement of Digital Ambassadors highlighted the benefit to al pupils in their engagement with digital technologies. • SLT have reported dealing with significantly reduced Social Media misuse reports this session. • Almost all staff reported that the Digital Discourse Training has resulted in a deeper understanding of the impact of social media on our young people resulting in a deeper understanding of strategies to support our young people. • Achieved Create bronze Award May 2026. 	<ul style="list-style-type: none"> • Create a contract for all pupils with regard to appropriate ways t use these and be responsible for them. • Investigate further applications to engage with: Adobe Express, Microsoft Sway, Doorway online – touch typing. • Establish methods of communication to share with Parents to inform and educate about how to keep their children safe online. • Utilise Number Talks posters across stages to further develop mental maths skills. • Establish staff professional reading library • Continue to integrate drama through IDL and other relevant opportunities. • Adapt Mainstream Literacy spreadsheets to include assessment under the Significant aspects of learning. 			
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How well are you doing? Evaluative statements describing the impact of improvement actions detailed in your current Improvement Plan (measured against expected outcomes)	How do you know? Describe the evidence you have gathered which details impact on pedagogy and learners.	What are you going to do now? What are your next steps/ priorities in this area?			
<ul style="list-style-type: none"> LCR Numeracy, Writing and Reading Planning formats have been adapted for all stages which is providing a consistent skills programme for all pupils. T&L and IDL is currently underway. All LCR staff are utilising SEESAW to share targets and assessments which is enabling a consistent approach across all stages. Glasgow's Pedagogy program delivered metacognition training to all teachers, establishing a school-wide culture of learning. 	<ul style="list-style-type: none"> All Teaching staff (100%) have staff agreed that they have knowledge of metacognition. Most Teaching staff (78%) agreed that they can create a culture of metacognition. Most Teaching staff (84%) agreed they are aware of self efficacy (my own belief) and self regulation (management of emotions) and how together these can help improve a learner's goals. All Teaching staff (100%) agreed that they already incorporate or can now incorporate a metacognition strategy in my planning. The majority (72%) agreed that they already provide opportunities for these skills in a variety of contexts. Majority of Teaching staff (60%) agreed that further work in Metaskills is required for learners to develop skills to impact on the future development of learners at Sandwood Primary school. 	<ul style="list-style-type: none"> Further development of the use the Meta Skills framework, incorporating this into planning and as visuals throughout the school. Carry out further staff development in this area for SfLW. 			
Using the descriptors from HGIOS 4, how do you evaluate your progress within this Quality Indicator? (Please Highlight)					
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EVALUATIVE STATEMENTS
Quality Indicator 3.1 Wellbeing Equality & Inclusion

<p>How well are you doing? Evaluative statements describing the impact of improvement actions detailed in your current Improvement Plan (measured against expected outcomes)</p>	<p>How do you know? Describe the evidence you have gathered which details impact on pedagogy and learners.</p>	<p>What are you going to do now? What are your next steps/ priorities in this area?</p>
<ul style="list-style-type: none"> • Almost all staff utilising creative approaches to support pupil need. • All staff are aware of their statutory requirements and codes of practice and engage in annual training on child protection, supporting care experienced learners and meeting learners' needs. • Enhanced Nurture approaches from all staff are providing targeted wellbeing support to identified pupils • Creative and adaptive supports and timetabling in place to respond to the wide and varied needs and presentation of most pupils within school. • Almost all staff received training on epilepsy and identified staff have received training on diabetes which is supporting our pupils with these medical conditions to be included within life of the school. • Almost all pupils received input from the Speak out Stay safe safeguarding programme that aims to equip a generation of children with the knowledge they need to stay safe from abuse and neglect. • Almost all teaching staff participated in Trauma Informed Practices on 3.9.25 which supported a consistent understanding of the impact of trauma and how to support pupils. • None of the SflW were trained in Trauma Informed Practices as this session was cancelled by trainer. 	<ul style="list-style-type: none"> • SLT observations, tracking dialogue, pupil focus meetings. • Child protection training records show a consistent approach to ensuring all staff feel confident in safeguarding learners. • Child protection training evaluation highlights that all staff feel confident in responding to a child protection concern. • ASL staff training demonstrates the school's commitment to improving practice in meeting learners' needs. • Extension of school day for some pupils on Reduced Timetables • Improved presentation and engagement for some pupils in aspects of the school day. • Older pupils independently using strategies to keep calm and manage emotional regulation. • Pupils with identified medical needs are very well supported and included within life of school. • 235 / 252 (93%) mainstream pupils completed training on Speak out Stay Safe Programme. • Through wellbeing conversations at tracking meetings almost all staff have demonstrated an understanding of Trauma Informed Approaches. 	<ul style="list-style-type: none"> • Continued partnership working with Inclusion to meet the needs of pupils within LCR and mainstream. • Act on feedback from Pupil & Staff surveys on further focus for learning around disability. • Continued Moderation of learning to assess inclusion of equalities throughout learning. • LCR to take forward action points from LCFE accreditation report. • Revisit Restorative Approaches and introduce Peer Mediation in mainstream. • Source training for SflW in Trauma Informed Practices. • Refresh GIRFEC across the school. • Improve consistency of approach for all pupils through creation of Trauma Informed passports for pupils.

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EVALUATIVE STATEMENTS Quality Indicator 3.1 Wellbeing Equality & Inclusion																	
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<ul style="list-style-type: none"> PT has completed course in Leading Anti-Racism which has resulted in an action plan being created for session 26 – 27 to further enhance staff development in Leading Anti-Racism. Incidents of Anti Racism have been recorded in line with GCC Bullying & Equalities Policy which has led to an increase in recorded incidents: <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Year</th> <th>No. of Incidents</th> </tr> </thead> <tbody> <tr> <td>2021 - 2022</td> <td>1</td> </tr> <tr> <td>2022 - 2023</td> <td>5</td> </tr> <tr> <td>2023 - 2024</td> <td>14</td> </tr> <tr> <td>2024 - 2025</td> <td>7</td> </tr> <tr> <td>2025 - 2026</td> <td>13</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Almost all staff received information sessions on Makaton on INSET 3 and have a shared understanding of next steps in taking forward Makaton as a whole school. Attendance approaches have supported increased attendance for some pupils. 		Year	No. of Incidents	2021 - 2022	1	2022 - 2023	5	2023 - 2024	14	2024 - 2025	7	2025 - 2026	13	<ul style="list-style-type: none"> This Anti-Racism course will further support our approach to tackling discrimination as his has led to the creation of an Anti-Racism action plan. Increased awareness of Makaton across the school with pupils starting to use Makaton signs as part of their daily routine. Through class observations, P4/5 have integrated this as part of their daily routines. Anti-Racist incidents although appear to have increased are being addressed successfully with a reduction in repeated behaviours by the same children. Increased reporting of incidents are coming from pupils when they hear a comment that deem to be inappropriate demonstrating that the targeted learning around Anti-Racism is having positive outcomes. <p>Email 5.5.26 <i>We would just like to email and say well done and a huge thank you to you and your teams for all your efforts to improve attendance in Term 3. We always review all data including attendance figures at our North Area Improvement Team meetings in the centre and at the end of last term we note that your attendance improved since the same period last session – well done and thank you. We know that even the smallest improvements take a whole</i> </p>		<ul style="list-style-type: none"> Take forward the Anti-Racism Action Plan. Clearer objectives for committees. Family workshops focussed on Anti-Racism Dyslexia friendly assembly. LCR to lead on Makaton with a sign a week with relevant visuals for day to day phrases. Reintroduce sign of the week at assembly. Continue our focus on creating an anti-racist culture through continued learning for all stakeholders. Create a more detailed tracking format for all Bullying & equalities as Seemis does not currently allow for interrogation of data. 	
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EVALUATIVE STATEMENTS
Quality Indicator 3.2 Raising Attainment & Achievement

How well are you doing? Evaluative statements describing the impact of improvement actions detailed in your current Improvement Plan (measured against expected outcomes)	How do you know? Describe the evidence you have gathered which details impact on pedagogy and learners	What are you going to do now? What are your next steps/ priorities in this area?
<ul style="list-style-type: none"> Almost all classes are maintaining existing approaches to learning and teaching which is ensuring a consistent approach across the school to Learning & Teaching. Continual adaptation to summative assessments in Reading and NMM in response to teacher feedback, moderation and assessment results to continue to close gaps in learning. P1 baseline assessments in P1 at start of school session supported most pupils to access correct learning pathways from start of the year to raise attainment. Attainment over time has made steady increases at most stages. All mainstream teaching staff are using the Monitoring and Tracking Tool for all curricular areas which is ensuring a coherent approach across the school supporting a shared understanding of assessment. Increased attainment from June 25 – June 26 across P4 in Reading, Writing, T&L and NMM. Increased attainment from June 25 – June 26 across P7 in Reading, Writing and NMM. New reading scheme purchased using PEF to support raising attainment and enjoyment of reading using PEF. Increased use of digital technologies to support independent learning for targeted groups of pupils enabling further progress to be made across curricular areas. 	<ul style="list-style-type: none"> All mainstream staff carry out termly assessments in Writing, NMM, Reading. School averages for attainment are on a par for last session. Staff responses to PTs to inform changes to summative assessments to more accurately reflect skills pathways. Jotter monitoring. All staff have agreed that using the MTT to be an informative approach of recording curricular areas and wider achievements. Reading: P4 – 74% - 89% / 68% - 83% Writing: P4 - 65% - 89% / P7 – 68% - 83% T&L: P4 – 79% - 91% / P7 – 100% - 93% NMM: P4 -81% - 91% / P7 – 74% - 79% Feedback during pupil learning conversations were extremely positive about the new reading scheme, pupils found the content varied and interesting, the graphics and the layout encouraged pupils to read. Pupils with Dyslexia, EAL and ASN are able to use iPads to support learning across the curriculum through using assistive technologies such as Co-writer, spell check, speech to text etc. 	<ul style="list-style-type: none"> Evidence attainment and achievement through digital technologies. PTs to lead TIGs SLT to trial an approach to QA that is manageable within current context to ensure consistency of approach. Mainstream staff to use Monitoring & Tracking tool for ongoing assessment and achievement. Further use of the MTT to include IDL, Modern languages, comment sections, further pupil information and High-Quality Assessments. Explore how the MTT can be used to compile Pupil Reports. LCR to explore use of MTT for all pupils. Adopt Glasgow’s synthetic Phonics approach to reading utilising the updated reading scheme.

Using the descriptors from HGIOS 4, how do you evaluate your progress within this Quality Indicator? (Please Highlight)

Unsatisfactory

Weak

Satisfactory

Good

Very Good

Excellent

EVALUATIVE STATEMENTS
Optional Additional Quality Indicator : QI

How well are you doing? Evaluative statements describing the impact of improvement actions detailed in your current Improvement Plan (measured against expected outcomes)	How do you know? Describe the evidence you have gathered which details impact on pedagogy and learners.	What are you going to do now? What are your next steps/ priorities in this area?			
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