



**Sandaig Primary School
Barlanark
Glasgow City Council
17 August 2010**

HM Inspectorate of Education (HMIE) inspects schools in order to let parents¹, children and the local community know whether their school² provides a good education. Inspectors also discuss with school staff how they can improve the quality of education.

At the beginning of the inspection, we ask the headteacher and staff about the strengths of the school, what needs to improve, and how they know. We use the information they give us to help us plan what we are going to look at. During the inspection, we go into classes and join other activities in which children are involved. We also gather the views of children, parents, staff and members of the local community. We find their views very helpful and use them together with the other information we have collected to arrive at our view of the quality of education.

This report tells you what we found during the inspection and the quality of education in the school. We describe how well children are doing, how good the school is at helping them to learn and how well it cares for them. We comment on how well staff, parents and children work together and how they go about improving the school. We also comment on how well the school works with other groups in the community, including services which support children. Finally, we focus on how well the school is led and how staff help the school achieve its aims.

If you would like to learn more about our inspection of the school, please visit www.hmie.gov.uk. Here you can find analyses of questionnaire returns from children, parents and staff. We will not provide questionnaire analyses where the numbers of returns are so small that they could identify individuals.

¹ Throughout this report, the term 'parents' should be taken to include foster carers, residential care staff and carers who are relatives or friends.

² The term 'school' includes the nursery class or classes where appropriate.

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1. The school

Sandaig Primary School is a non-denominational school. It serves the Barlanark and Springhill areas of Glasgow. The roll was 205 when the inspection was carried out in May 2010. Children's attendance was below the national average in 2008/2009.

2. Particular strengths of the school

- Motivated and confident children who respect each other and are very proud of their school.
- Very effective teaching which provides children with challenging and enriched learning experiences.
- The nurturing ethos which is based on shared values and mutual respect.
- The outstanding leadership of the headteacher and depute headteacher and the teamwork and commitment of all staff to ensuring that no child is at risk of missing out.
- Partnerships with parents, support agencies and the wider community to meet learning needs and broaden children's experiences.
- Improvements in children's learning through self evaluation.

3. How well do children learn and achieve?

Learning and achievement

Across the school, children are involved in active, meaningful and motivating learning experiences. In all classes, children are learning very well in pairs, groups and individually. They listen very well to their teachers and show high levels of respect for each other. They have a sound knowledge about their strengths as learners and are involved in setting next steps in learning. For example, in the upper stages, children are able to ask questions of themselves, each other and their teachers when they set learning targets. In all classes, children evaluate purposefully their own and others' work. The school has

gained many awards for developing effectively children's wider knowledge and interests. These include awards for enterprise education, health promotion, international education and an Eco-Schools Scotland green flag. Staff support children very well in understanding the world of work, their rights and responsibilities and taking care of the environment through a wide range of activities. For example, children are involved in developing an understanding of a range of occupations through organising an annual careers fayre. Long-standing and successful links with partner schools in the Netherlands and Russia provide meaningful opportunities for children to learn about other countries and cultures. From the early stages, children use confidently a wide range of information and communications technology (ICT) to demonstrate their learning. For example, children in P5 use video cameras and sound recording equipment independently to make campaign films for their conservation topic. Older children support younger ones very well to write a weekly blog for the school website. Across the school, children use confidently music software to compose and perform their own songs.

In recent years the school has made strong progress in improving the quality of all children's attainment and achievement. Almost all children achieve, or exceed, appropriate national levels in reading and mathematics for their stage. Most children achieve appropriate levels in writing. All children, including those who are vulnerable or are experiencing difficulties, are making very good progress in their learning. In English language, almost all children express their views clearly and can support their opinions with confidence. Almost all read fluently, with understanding and talk knowledgeably about books they have read. By P7, children can compare the works of different authors. At all stages, children link their learning very well to other areas and write at length across a wide range of relevant topics. Children produce clear, well-structured writing of high quality. In mathematics, children use their mathematical skills very effectively to solve problems. They use websites and real life experiences to gather information. Children in P2 use tally marks to gather information about mini beasts they find in the school garden. They are confident in using

this information to create different tables and charts. Across the school, children develop important skills for life, learning and work. At P6 and P7, children use their mental agility and their knowledge of information handling and money very well to run a highly successful credit union for their peers.

Curriculum and meeting learning needs

Children benefit from a stimulating and relevant curriculum developed through a focus on the school's aims and values. The school is successful in taking forward key aspects of *Curriculum for Excellence*. Activities are planned carefully to make links across areas of learning. Across all stages, staff support children very well to make thoughtful choices about what they would like to learn and the best way to go about it. Staff make very good use of the school grounds to make children's learning experiences active and interesting. Well-planned tasks help children to develop and use their skills in literacy, numeracy and health and wellbeing in different and challenging situations across their learning. Children know about and can make healthy choices. They are adopting increasingly healthy lifestyles. All children benefit from a minimum of two hours of good quality physical education each week.

Across classes, staff work very effectively with each other and a range of partners to meet the needs of all learners. Well-planned tasks and activities provide the right support and level of difficulty for all learners. Children talk confidently about their strengths and their next steps in their learning. Systems to identify, help and monitor children who need additional assistance are excellent. Support staff work skilfully alongside teachers and help children make very good progress in their learning. Teachers give clear explanations and use questioning very well to check children's understanding and challenge their thinking. Vulnerable younger children in the Otter Room benefit from very high quality support and the nurturing ethos within the class and wider life of the school. Teachers set regular and appropriate homework tasks. Parents and children are enthusiastic about the range of home learning challenges that have been introduced.

4. How well do staff work with others to support children's learning?

The school works very effectively with the supportive Parent Council. Parents support the school very well through fundraising, attending school events and by helping in class and on outings. Staff keep parents very well informed through interesting class newsletters, informative progress reports and the very helpful website. Workshops and information sessions for parents are very well attended. The school is active in seeking parents' views and consults them frequently on a range of issues. Parents' views, along with comments from children and staff, help to shape the school's improvement plan. Parents are consulted fully about sensitive health education issues. There are appropriate procedures in place to respond to any complaints and concerns. The school has very well-established links with local community groups and specialist sports staff to improve children's health and wellbeing. For example, children and staff worked with the Active Schools coordinator to design *The Sandaig Stride*, a 500m walk around the school grounds. As a result, all children and staff are benefiting from increased opportunities to be more active. Children are very well supported as they move from nursery to P1. Well-established, effective and supportive links with Bannerman High School help those at P7 to transfer easily to secondary school.

5. Are staff and children actively involved in improving their school community?

Children have many opportunities to have a say in how to improve their school. They contribute actively to improving the school environment through the pupil council and health and eco committees. Children are enthusiastic helpers and successfully take on a range of responsibilities in class, the playground and around the school. All staff contribute very well to the development and implementation of the school improvement plan. Teachers are highly-reflective and committed to bringing about improvement. They take on willingly

responsibility for developing aspects of the curriculum. Staff use self-evaluation very effectively to review their work and monitor children's progress.

6. Does the school have high expectations of all children?

There is a strong culture of achievement and improvement. Children are very proud of Sandaig Primary and welcome visitors into their school. Through the work of the pupil council, they have created their own charter, *Choices for Success*. This has resulted in children having positive attitudes towards learning and their own achievement and taking responsibility for their actions. Staff are highly committed to the care and welfare of all children. They are knowledgeable about child protection procedures and support children's personal and social development very well. The school takes appropriate action if children are absent from school without explanation. Staff should continue to work closely with families and partner agencies to improve children's attendance overall. Staff celebrate children's many achievements at assemblies and in very attractive displays of their work. The school's arrangements for religious observance are sector-leading. Children, staff and the school's chaplain work together on a regular basis to plan and review assemblies and worship events. These reflect the views and beliefs of individuals and ensure the promotion of equality and diversity.

7. Does the school have a clear sense of direction?

Staff work very effectively together to ensure that all children benefit from high-quality learning experiences. Children play an important part in helping the school to achieve its aims. The quality of leadership for learning shown by the headteacher and depute headteacher is outstanding. Together, they encourage children and all staff to show initiative and lead school developments. The two principal teachers provide valuable support to colleagues and lead important areas of school life. As a result, the school is successful in developing

confident, independent and ambitious learners. The school is very well placed to continue to improve.

8. What happens next?

The inspection team was able to rely on the school's robust self-evaluation. As a result, it was able to change its focus during the inspection to support further improvements within the school.

The school provides a very good quality of education. Therefore, we will make no further visits in connection with this inspection. The education authority will inform parents about the school's progress as part of the authority's arrangements for reporting to parents on the quality of its schools.

We have agreed the following areas for improvement with the school and education authority.

- Continue to build on the very effective practice and high quality experiences for all learners.

Quality indicators help schools and nursery classes, education authorities and inspectors to judge what is good and what needs to be improved in the work of a school and a nursery class. You can find these quality indicators in the HMIE publications *How good is our school?* and *The Child at the Centre*. Following the inspection of each school, the Scottish Government gathers evaluations of three important quality indicators to keep track of how well all Scottish schools and nursery classes are doing.

Here are the evaluations for Sandaig Primary School.

Improvements in performance	excellent
Learners' experiences	excellent
Meeting learning needs	excellent

We also evaluated the following aspects of the work of the school.

The curriculum	very good
Improvement through self-evaluation	excellent

HM Inspector: Lesley A Allan
17 August 2010

When we write reports, we use the following word scale so that our readers can see clearly what our judgments mean.

excellent	means	outstanding, sector leading
very good	means	major strengths
good	means	important strengths with some areas for improvement
satisfactory	means	strengths just outweigh weaknesses
weak	means	important weaknesses
unsatisfactory	means	major weaknesses

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Text phone users can contact us on 01506 600 236. This is a service for deaf users. Please do not use this number for voice calls as the line will not connect you to a member of staff.

You can find our complaints procedure on our website www.hmie.gov.uk or alternatively you can contact our Complaints Manager, at the address above or by telephoning 01506 600259.

Where the school has a nursery class, you can contact the Complaints Coordinator, Headquarters, Care Commission, Compass House, Riverside Drive, Dundee DD1 4NY, telephone 0845 603 0890.

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