



Executive Director of Education
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Dear Parent/Carer

HM Inspection Report: Sunnyside Primary School Progress Report

Sunnyside Primary School was inspected by HM Inspectorate (HMI) in January 2017 as part of the national inspection programme. Following this HMI visit, a report was published in May 2017.

As a result of the good performance, the record of improvement and the effective leadership of the establishment, HM Inspectors advised that they did not intend to make any further visits or reports in relation to this inspection. Therefore, an action plan was prepared by the school, and Glasgow City Council's Education Services were asked to report on progress.

The following provides a summary of the progress made in relation to each recommendation in the action plan:

- *As planned, further develop approaches to tracking attainment and achievements, to ensure all children make the best possible progress.*

Senior leaders working with staff have reviewed and updated approaches to tracking and monitoring children's progress. Staff are using a range of assessments, for instance in Literacy and Numeracy, to ensure more rigorous tracking of individual children and cohorts of learners. As a result targets are in place for those children needing additional support and staff can monitor progress.

There are well planned collegiate and individual teacher meetings with senior leaders, to discuss planning and tracking of children's progress and to plan intervention for those who need it. Quality assurance approaches have been further improved and this support and challenge provides a clear focus on outcomes for the children.

- *Continue to improve the consistency of learning and teaching across the school and ensure appropriately differentiated lessons in all classes.*

Staff have been involved in a range of professional development opportunities which are improving learning experiences for children. All staff have engaged well with elements of Glasgow's Improvement Challenge such as "Glasgow Counts". Staff are using their collegiate time well to engage with the Numeracy Leader of Learning and Literacy Leader of Learning to improve approaches to learning and teaching.

Staff have positively engaged in sharing learning and teaching approaches as a group and this improved professional dialogue is resulting in more consistency across the school. Improved approaches to supporting children to set targets; the use of questioning techniques and improved feedback have enhanced children's opportunities to improve their learning. As a result the school is seeing attainment in reading and numeracy improving.

Almost all pupils report that they enjoy their lessons, that they are appropriately challenged and supported, and that they have increased opportunity for personalisation and choice.

- *Strengthen leadership at all levels to support continuous school improvement.*

The school has continued to develop opportunities for all staff, children and the wider community to be involved in school improvement. Children continue to shape change through pupil voice groups. They feel their voices are listened to and are relishing their roles as global citizens, who are empowered to influence change across society, eg through their "Nae Straw" campaign. Notably the work of the Conservation group has led to a number of national awards being presented to the school.

Teaching staff are taking on a range of leadership roles and this is helping to build capacity for continuous improvement across the school. All staff are involved in improvement groups such as Numeracy, Literacy, Digital Learning, World of Work, and Conservation. These groups are effectively supporting school improvement.

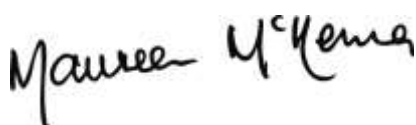
Support staff initiate change and improvement, for instance, leading partnership working with a number of families to meet children's additional support needs.

- *Review and improve current arrangements for children with shared placements*

Shared placement arrangements have been reviewed and are in line with Education Services' policy.

Overall, Sunnyside Primary School has made very good progress in meeting the main points for action identified. Education Services will therefore not provide any further report in connection with the original report of May 2017, but will continue to monitor and support the establishment as part of our commitment to ensuring the highest quality of education for all.

Yours sincerely



MAUREEN McKENNA
Executive Director of Education

cc Gerry Lyons, Head of Service
Aileen McCaffer, Headteacher, Sunnyside Primary School