

St. George's RC Primary and Sandwood Primary



Quality Indicators Demonstrated

3.3

Learning and Teaching

- Pupils' Learning Experiences

4.2

Support for Pupils

- Personal and Social Development

5.1

Ethos

- Climate and Relationships

5.3

- Equality and Fairness

5.4

- Partnership with parents, the School Board and the Community

7.3

Management, Leadership and Quality Assurance

- Planning for Improvement

7.4

- Leadership

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Background

The initiative started with the Headteacher of St George's Primary approaching the Headteacher of Sandwood Primary to collaborate on a joint initiative on tackling sectarianism. The schools put in a joint bid to the Sense over Sectarianism project and received funding to take forward project work with P2 and P6 pupils.

The schools serve an area where there is extreme deprivation, complex social issues and a culture of violence is not unusual. Pupils are aware of sectarian chants and comments in the streets and on occasions there had been trouble between pupils of the schools, mainly due to territorialism.

Both schools wanted to do something proactive to get their pupils to learn to cooperate, learn and play together positively.

The paragraph numbering below relates to equivalent Quality Indicators.

4.2: Personal and social development

The work from the anti-sectarian initiative contributes to developing positive attitudes in pupils. Through shared learning and playing, pupils are also developing social skills with pupils from another school who they might normally perceive as 'them, not us'. The principle behind the programme is 'we have more to unite us than divide us'.

The work started with this year's P2 and P6 classes will be taken forward as they move on to P3 and P7.

While in future it is unlikely that both schools would be able to sustain the level of activity enabled through the funding from Sense over Sectarianism, the schools intend to continue with their P2 and P6 and P3 and P7 collaborations and look for curricular opportunities to take forward anti-sectarian work with these year groups.

As a result of the anti-sectarian activities, there has been no trouble between pupils of the two schools since the joint project started. Pupils have developed confidence in being with each other and have demonstrated their abilities to cooperate well with others both socially and as part of learning.

5.1: Climate and relationships

One of the key aims of this project was to foster cooperation and camaraderie between the staff and pupils of both schools. This has been achieved through a variety of ways: for pupils around the themes of 'Learning Together, Playing Together' and for staff through joint planning of activities and work. Examples of joint initiatives include:

- P2 pupils visiting each other's schools to do structured play (two half-day sessions).
- P3 and P7 pupils visiting each other's schools for joint drama and art activities. These activities are planned by the respective P6 classes in collaboration with their teachers and Impact Arts staff
- Having a football and netball game made up of pupils from each school
- Developing murals and performances (with the assistance of Impact Arts) which will be shown to parents and members of the school communities
- Having shared themed events, e.g. Daffodil Tea in Sandwood where there were mixed tables for parents from both schools. This event was very well received by parents and community members. In October, there is the Senior Citizens' Tea which will be held in St George's Primary School. This will also be a shared event
- P6 pupils visiting each other's schools to play board and table games

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5.3: Equality and fairness

Both schools have built their anti-sectarian work on the work they had already been doing in the areas of equality and fairness. Both schools engage in a range of action-learning methodologies, e.g. Circle Time to encourage the building of self-esteem. Tackling bullying and promoting positive behaviour management are all techniques used to promote a sense of equality and fairness. School handbooks ([St George's](#), [Sandwood](#)) contain comments on equality and inclusion.

5.4: Partnership with parents, the School Board and the community

Both schools informed parents from the outset about their intentions to take part in the Sense over Sectarianism initiatives. The schools made clear these initiatives were supported by the Council. Information was placed in school newsletters.

Parents have been supportive of both school's initiatives and there has not been a single negative response.

7.3: Planning for improvement

The monies received from Sense over Sectarianism enabled the schools to work with P3 and P7 pupils on the topic of anti-sectarianism. From the grant, the school received the services of:

Impact Arts Management
The Napiershall Street Centre
39 Napiershall Street
Glasgow
G20 6EZ
Tel: 0141 341 0024
Fax: 0141 341 0020

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Impact Arts Management work in partnership with community groups, schools, housing associations and funding agencies. They develop and deliver tailored projects using art, drama, music, dance and technology.

However, to sustain the work the schools have also been working with their respective P2 and P6 classes and it is planned that the work with P2 and P6 classes will be an on-going commitment from both schools.

7.4: Leadership

The headteachers and senior management teams of both schools have enthusiastically taken work on anti-sectarianism forward. Teaching staff have had an important role in the planning and implementation of the programme. As a result staff from both schools fully support the initiatives and are already looking for ways to collaborate more in the future.

GOOD PRACTICE INDICATORS

- the leadership of both schools are prepared to take action to stamp out sectarianism
- difficult issues are discussed, not avoided
- both schools recognise the need to address issues from lower primary onwards instead of it until pupils are much older
- both schools have clear value statements that are conveyed to staff, pupils, parents and the wider school communities
- parents are given encouragement to be involved in their children's learning in the areas of equality and fairness
- a range of activities, methods and processes are used to engage pupils in issues of difference and diversity, as well as breaking down barriers of 'them' and 'us'
- both schools are exploring ways to embed the work they have started into the school's programmes

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