



# School Improvement Report

2021-2022



## Review of Progress 2021-22

### **Context of the school**

Broomlands Primary School is a bright, airy semi open-plan school, built over two floors. It has 11 classrooms, dining hall and gym, with a large nursery accommodating up to 60 children. It benefits from shared spaces between classrooms where children can learn cooperatively and independently. It has a music room and spaces for visiting professionals. Set in its own grounds, it has a mix of play surfaces including grass, tarmac and 3G MUGA pitch. The school serves a mixed catchment area mainly from the north of the Kelso. P7 children from Broomlands Primary School transfer to Kelso High School. The school roll is currently 248 children (P1-7) with an additional 51 in the nursery.

### **Our Values**

**Our values are the beliefs and principles that guide us**

We are a school that values Courage, Compassion & Connection. We live this out in our learning, through our behaviours and within our relationships.

### **What improvements have you made this year?**

In this year of recovery and re-evaluation, as we have sought to 'Build Back Better' and 'Build Back Fairer', we have once again been able to be intentional about our improvements. Much of this has been guided by the social, emotional and mental health and wellbeing of our children and staff.

Priority 1 – Teaching, Learning & Assessment

- **Use of Cheviot Learning and Teaching toolkit as a tool for self and peer evaluation amongst teaching staff.**
- **Use of digital technologies to support teaching, learning and assessment.**
- **Consider the journey of a reader through Broomlands.**
- **Ensure a core resource is available to support teaching and learning in maths and numeracy.**

### **What has changed/ improved for learners?**

- Following input at In-set day, which helped embed the toolkit in our practice and "brought it to life" for teachers, we have seen an improvement in the consistency of teaching and learning, evident through planning and staff consultations. Workshops on Ethos & Environment, Plenaries and Effective Questioning have led to improvements in the learning experience of children in the classroom. Learning Walks (positively received by staff), jointly between SLT and teachers/ELC practitioners, have evidenced this improvement, with children experiencing better opportunities to recall and reflect on their learning through the use of plenaries. Questioning is of a consistently high standard, with evidence of higher order thinking being demanded of children. The use of the toolkit as a regular part of the learning walks cycle, and the reflection on this has allowed staff to focus on specific aspects of practice and to ensure lessons have a clear purpose, structure and provide children with the chance to recap, recall, practise, reflect, become more curious, independent and confident.
- Digital technologies have been embraced and have enhanced the learning experience of the children. They allow quick access to stimulating and motivating content, have been used to teach new skills in maths linked to programming, coding skills and a wide range of software experience and skills linked to this. P6&7 digital leaders have supported children across the school, taken a lead in assemblies and worked with Primary 1 to support their

learning using iPads. This has provided an opportunity to practise skills and share learning across stages, giving opportunities and responsibility to children. Everyone Can Create training has equipped staff to better use the technology resources at our disposal. Showbie is providing opportunities for better communication between school and home, showcasing learning and engaging parents better in the learning journey of their children. Children now benefit from better quality feedback in a more timely manner, using Showbie. Annotated scripts and voice recordings are proving especially helpful in ensuring feedback makes a difference in supporting children's next steps in learning. The school is currently applying to become an Apple Distinguished School.

- Work across school has supported staff to be better aware of the progression of learning in reading from early years to P7. Sharing of good practice has helped staff understand developmental stages preceding and following their current stage, ensuring children can be supported and stretched more effectively. A whole school focus on the book 'Flotsam' helped evidence the progression provided in reading, and supported cross-stage discussion amongst staff. Development of the school library, in collaboration with children, has provided a welcoming, tidy and purposeful area that is better equipped to meet the needs of children, and is therefore now well used.
- We have comprehensively reviewed our maths program, and matched our progression to the content of White Rose Maths. Use of White Rose Maths as a supporting resource in maths and numeracy has been positively received by children and staff. The resources encourage discussion and strategizing. Use of the video elements also makes concepts clear at a pictorial level. Staff report a wide variety of resources, including problem solving, to ensure they can differentiate learning for individuals and groups within the class. This will also be helpful at periods of transition or as staff change stage.
- Almost all teaching staff engaged in the comparative judgement process. Feedback from most staff was that it was helpful to see range of writing from across the Cheviot area and helped to give confidence in their own professional judgement.
- In ELC, staff have adopted a new, streamlined planning process, focused more closely on the intended learning and steps to reach this. It has a positive effect on children as staff respond to observations and follow children's lines of enquiry, along with more purposeful intentional promotion. Staff in ELC are using iPads to record 'in the moment' observations, informing next steps and tracking of attainment.

#### Priority 2 – Inclusion

- **Become familiar with concepts and implications of nurture principles 2 & 5.**
- **Use of digital technologies to support teaching, learning and assessment.**
- **Improve parental engagement in the ongoing learning of their children.**
- **Use wellbeing profiling to better understand the issues, challenges and views of children.**

#### What has changed/ improved for learners?

- Nurture training has prompted high quality discussion, including support staff, about how we promote and implement nurture principles in school. Children benefit from staff having a better understanding how we view and manage behaviour. They speak about stopping and thinking about what behaviour is communicating, and are more mindful of attuning themselves to what children are 'saying'.
- Initial use of the Glasgow Motivation and Wellbeing profile tool has provided insight into how our children feel about themselves and their place in the school. An average of 80% feel very positively healthy and safe, with 96% feeling generally so. 76% of children feel a very strong affiliation with the school, including feeling nurtured and included, that number rising to 97% feeling generally so.

- Our new school website has been created and launched, with a particular focus on offering support materials in relation to learning. This has proved helpful during lockdown and any other similar extended absence.
- Showbie has allowed parents increased access to their children's learning – this helps provide chances for families to monitor and discuss ongoing learning at home. In ELC this has begun to dovetail with learning journey scrapbooks in providing more readily accessible information to support family learning and engage parents.

Broomlands have had no exclusions during Session 21-22. Attendance has been affected by Covid, for both staff and pupils, but remains strong at 95.07% (as of 01.04.22), higher than most local comparator schools.

### **Next Steps in relation to learning, teaching and assessment and inclusion.**

- Our data suggests that writing needs to form a focus on our school improvement next session. Currently attainment in Writing at P1, P4 and P7 is, on average, 7% below that of reading. We want to close this gap. Staff have been consulted about what would be most helpful in developing this. The focus will include embedding technical aspects of writing, developing a clear handwriting expectation, exploring how we use scaffolding and modelling effectively, developing writing across the curriculum, and how digital technology can supplement and support the writing process. The work of Stephen Graham will help inform this development.
- Research, devise and implement a platform for recording and celebrating achievement of all kinds, with a view to better signposting children and families toward opportunities, and providing these within school, as required.
- Further develop our use of Showbie, to ensure it is a more 2-way resource. Supplement this with further Digital Skills Events to inform and involve parents and families in this. In ELC, develop the key worker system to ensure up to date information on wellbeing and learning is recorded and shared via Showbie, alongside traditional means of sharing this.
- Walkthrus were introduced but more time is needed next session to fully use and embed this in practice for continued professional learning. This will be focused on through a practitioner enquiry approach, linked to the toolkit, and identifying and developing next steps in teaching and learning development, in collaboration with colleagues across the cluster.
- Following initial work on comparative judgement, further work is now needed to create banding which in turn will support with moderation. PRD's have highlighted a staff desire to engage in more moderation next session.
- Revisit the Glasgow Motivation and Wellbeing Profile tool, to track changes in how children feel in relation to autonomy, agency, affiliation, health and safety. Respond at an individual, small group, class or whole school level, as appropriate. Our data suggests autonomy, ensuring our children feel respected and are provided with opportunities to be responsible, is an area to focus on initially.

**Evaluate the following QIs against the six-point scale:**

Excellent	this aspect of the school’s work is outstanding, high quality and sector-leading
Very Good	major strengths, very few areas for improvement
Good	important strengths, yet there remain some aspects which require improvement
Satisfactory	the strengths within this just outweigh the weaknesses, basic provision for learners
Weak	important weaknesses, there may be some strength, the important weaknesses, either individually or collectively, are sufficient to diminish learners’ experiences in substantial ways
Unsatisfactory	major weaknesses within which require immediate remedial action

Quality indicator	School self-evaluation	Nursery self-evaluation
1.3 Leadership of change	Good	Very good
2.3 Learning, teaching and assessment (Including digital)	Very good	Good
3.1 Ensuring wellbeing, equity and inclusion	Good	Very good
3.2 Raising attainment and achievement/ Securing children’s progress	Good	Good

Our capacity for continuous improvement is: Very good.