

School Improvement Report



Broomlands Primary School

Review of Progress 2024-25

Context of the setting

Broomlands Primary School is a welcoming, inclusive school. It 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, visiting professionals' room and a range of play and sporting facilities.

The school serves a mixed catchment area mainly from the north of Kelso. P7 children from Broomlands Primary School transfer to Kelso High School.

The school roll is currently 277 children (P1-7) with an additional 60 in the nursery.

The school focus on behaviour and relationships has resulted in a calm purposeful school where the core values underpin the life and work of the school. Our school community is committed to showing: the core values of: Courage, Compassion & Connection.

PRIORITY 1

Develop high quality learning, teaching and assessment that leads to improved levels of attainment (including the poverty related gap) and achievement for all in our schools and settings through continued development of;

- Pedagogy and practice: year 2 of SBC Way
- Curricular programmes and learner pathways
- Digital skills for all
- Tracking and monitoring

How well are you doing? What's working well for your learners?

1. Pupil Voice

Pupils have continued to experience more opportunities to lead their own learning. At second level staff have built opportunities into planned learning. For example, pupil research projects, allowing for voice and choice, have been delivered in P6 & P7 year groups.

2. #SBCWay

Work to develop approaches to the teaching of numeracy, aligned to the #SBCWay, have been positive and helpful. Input on effective use of Concrete, Pictorial and Abstract has been very helpful in directing staff to good practice, including the use of digital resources to complement existing practice. Work on aligning our curriculum framework with #SBCWay

has demonstrated a close correlation between the two, giving increased confidence in our approaches.

3. Family Learning

We have been ambitious in introducing BOATS (Bring One Adult to School) days across all classes. This included innovative digital context from P1-2, and a number of opportunities for parents to learn alongside their children in class.

4. Play Pedagogy

Play pedagogy has developed in both early years and upper school. Showbie has been better utilised to allow parents to see learning through play examples, resulting in positive engagement between home and school. Staff have engaged in a range of CPD opportunities and worked collectively at school to explore the nature of play and consider the wide range of approaches that can support children to learn effectively. Links to enquiry-based learning have begun to be made, and initial ideas and approaches trialled in some classes.

How do you know? What evidence do you have of positive impact on learners?

1. Children have experience freedom and flexibility in their learning to pursue their own interests.
2. Children have more access to, and a wider range of resources at their disposal, allowing them to learn in ways that are meaningful and helpful to them.
NSA results demonstrate that our children are confident and proficient in working with number when it is clear what the numeracy task is. Problem solving, and numeracy in context is less strong and a focus for next session.
3. BOATS opportunities were very well received by parents, with them recognising the benefits of learning alongside their children, observing teaching approaches and enjoying time spent in school. Feedback has suggested parents feel better able to support children with elements of their home learning.
4. Play audits carried out in P1-2 allowed staff to plan next steps in improving the offer to children. Particular progress has been made in developing the outdoor space for play. The staff have a clear focus and confidence in tracking both literacy and numeracy through play.

What are you going to do now? What are your improvement priorities in this area?

2. A working group will develop a problem-solving based approach, to ensure that all teaching staff build contextual and enquiry-based approaches into their teaching and learning.
4. Engage with #SBCWay developments around play, and further develop good practice from P4-7, ensuring children's voice and choice and awareness of meta-skills are included. Provide opportunities for parents to engage in play-based learning in school (BOATS) to support them to understand the value and purpose of play-based learning.

PRIORITY 2

Develop inclusive practice with a focus on universal and targeted provision in all schools and settings through continued development of;

- Inclusive, nurturing practice and promotion of wellbeing
- Universal and targeted supports for all learners

How well are you doing? What's working well for your learners?

1. Pupil Voice:

Children have been offered extended opportunities to take part in a wide variety of pupil-led groups, supported by a range of staff, allowing opportunities to work across year groups and classes. Pupils are increasingly confident in sharing their reflections on what is working in their learning and the wider classroom environment.



2. Family Learning

Encouraging all parents into the school for BOATS events has alongside other events such as 'Meet the Teacher' has strengthened relationships between school and home. Attendance of over 80% suggests parents are feeling welcome and comfortable in the school setting.

3. Zones of Regulation

Staff have engaged well with training around Zones, leading to all teaching staff implementing the lessons and embedding the terminology in their classrooms. The implementation of this has had a positive effect on behaviour and supports children's wellbeing.

How do you know? What evidence do you have of positive impact on learners?

1. We are working hard to create an environment in which children are empowered to lead their own groups. Exposure to different learning opportunities has contributed to the wider life of the school and community. For example, the Going Green group have learned about growing and nurturing plants and visited a local residential home to share these with the residents. These experiences have built a sense of belonging for children; enhanced confidence provides assertiveness and enables them to feel like they are making a positive contribution to the life of the school.

2. Relationships with families were strengthened and parents report having a better insight into how the classroom works, and how their children learn. Pupil have stated that they felt proud to showcase their learning and their classroom environment with their families.

3. Key children use Zones of Regulation as a toolbox. This has been effective in supporting continuity of approach in how they manage and care for these children. Children are talking about and identifying their emotions and triggers openly and using strategies to help self-regulate. Support staff are fully involved and using the same strategies and approaches to support children. Visual reminders are being used regularly to open discussion and support restorative conversations with children. GMWP results show a positive picture in how children self-regulate.

What are you going to do now? What are your improvement priorities in this area?

1. Build in pupil group planning time to ensure staff can fully identify the skills and attributes the pupil groups can provide. Prioritise curriculum planning time for Pupil-led groups and manage staffing to allow for staff absence. Ensure the role of the adult is clearly defined in relation to pupil voice.

2. As a result of parent feedback via Parent Council, we will be changing our homework offer next session. SLT will devise sample home learning grid examples for staff to base initial home learning 'Menus' on. BOATS events will be continued, with changes to number and regularity of events, responding to feedback.

3. Staff to use lessons to refresh and keep 'Zones of Regulation' current. Working party to explore whether a rolling progression is required. Individual overview sheet to be developed to support supply and other staff to quickly and easily recognise children with additional challenge within each class, and to provide helpful strategies for supporting these individuals.







You may have heard your children talking about 'Zones of Regulation' since we came back after the summer. This curriculum supports children to build a toolkit of strategies to help them self-regulate, and is not only a useful approach for school, but has lots to offer for families at home as well. We will be offering two parent workshops just after the October break and warmly invite parents to join us for one of these sessions if you can make it.

Session 1 - Wednesday 23rd October, 2pm in the school.

Session 2 - Thursday 24th October, 6.30pm in the school.

They will be led by Mrs Gibson & Mr Lindsay and will involve videos, discussion time, input and cups of tea. We look forward to seeing you!

ZONES OF REGULATION!

Blue	Green	Yellow	Red
			
Sick Sad Tired Bored Moving Slowly	Happy Calm Good to Go Focused Ready to Learn	Frustrated Worried Silly/Wiggly Anxious Excited	Mad/Angry Mean Yelling/Hitting Out of Control I Need Time and Space

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)	Good	Very Good
3.1 Ensuring wellbeing, equity and inclusion	Good	Very Good
3.2 Raising attainment and achievement/ Securing children's progress	Good	Very Good

Our capacity for continuous improvement is: