

School Improvement Report



2025-26

Review of Progress 2025-26

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 283 children (P1-7) with an additional 68 enrolled 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 - Digital Skills

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

This area shows clear, consistent progress over the session. Early work focused on gathering baseline information from staff and identifying existing practice, in line with the priority of strengthening digital approaches to support equity, accessibility and inclusion.

Evidence-gathering for Digital Schools Award has expanded to include staff engagement in digital professional learning and the impact of this on classroom practice, noting particularly good practice around use of digital feedback and engagement with the 3 core resources of Showbie, Magma Maths and Kaligo. The digital family event and engagement with Parent Council demonstrated progress in extending digital engagement to families, reflecting the planned emphasis on consistent use of digital tools and improved communication with parents. The Digital Schools Award submission was completed and a validation meeting arranged, indicating clear movement towards the intended outcome. This progress suggests a strong shared understanding of digital learning and has established evidence of impact, although continued evaluation of classroom practice and pupil outcomes will remain important. Children are benefitting from consistent, high quality digital learning opportunities, with examples evidenced below.

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

Data gathered from staff and researched in line with the Digital Schools Award clearly demonstrates a strong commitment to digital approaches. This has included effective use of accessibility tools to support the learning of those with a range of additional needs. Other areas positively impacting learning are high quality use of Showbie as a tool for streamlining the distribution of tasks, providing flexible tools for children to submit and annotate work, and enabling teachers to deliver instant, personalised feedback. Staff are using it to support

accessibility to the classroom for parents and share learning between school and home. A focus for development this session was to ensure children had opportunities to use digital technology creatively. Examples of good practice this session include:

Spheros used to explore turns as degrees

i-Movies created to explain Zones of Regulation, expected vs unexpected behaviours

Adobe Fresco introduced to teach skills of digital drawing & painting, allowing children to sketch, paint, and create frame-by-frame animations

Tinkercad introduced to explore 3-D modelling

Green screen techniques to create iMovie using puppets, selecting images and adding relevant audio.

iPads used to find 3D shapes in real-life contexts, photographing aspects of the school building/grounds, then creating digital presentations sharing information about shapes and how they're used.

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

Ensure we continue to develop children's digital skills through staff innovation and professional development to ensure revalidation of Apple Distinguished School status. Also, ensure consistent use and purpose of portfolios to track children's personal growth, enable teachers to gather evidence for assessments, and provide parents with an ongoing, clear view of academic progress. Staff moderate digital approaches through collaborative sharing of practice amongst the staff team. Qualified Apple Learning Coach staff will be available to support the continued practice around digital skills.

PRIORITY 2 – Play and Enquiry-based learning

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

Significant progress has been made in establishing our approach to play and enquiry-based learning from ELC to P7. Early years play was already well established, but progress has been made in exploring what we mean by enquiry-based learning for middle and upper years. Staff undertook reading and research and completed a working group action plan, defining what we wanted to achieve using Rapid Action Plan model. Work to align meta-skills with Es & Os has given clarity to the skills we are looking to develop and contexts in which we might do this, and a progression framework has been created. Staff have clarity around the rationale, planning process, role of the adult, environment and suggested examples of provocations. Strategies and approaches have been clarified at all levels. All teaching staff have engaged further with #SBCWay Active & Enquiring Learning document to support these approaches. Children are already benefitting from greater access to active, hands-on learning, encouraging them to ask questions, solve problems and investigate, amongst other key skills.

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

Two classes piloted enquiry-based play, reflecting on experiences, interactions and spaces, as defined in the #SBCWay. Teachers were able to exemplify excellent engagement and evidence of meta-skills development. They were able to share the benefits of learning opportunities afforded by enquiry-based learning approaches, interactions and use of the space. Children's feedback on these approaches was also positive, describing how they enjoyed ownership, choice-making and the ability to lead the direction of the learning in context.

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

At the May Inset the working group launched the agreed approaches and support documents to the staff team. This allowed the chance for staff to engage with meta-skills, read the planning guidance and consider their next steps. From August the challenge will be set for every teacher to use the guidance to choose 1–3 meta-skills relevant to the learning context or class needs and to plan enquiry-based approaches for their class. Further work will be done to ensure staff are clear that enquiry-based approaches are planned in from the outset. There will be other, unintended meta-skills developed through this approach. Quality Assurance processes will monitor planning to ensure consistency across the school.

PRIORITY 3 – Writing

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

A Writing Working Group was established to drive forward our School Improvement Plan (SIP) priorities, with the overarching aim of enhancing writing skills across Early to Second Level by 10%, as measured through CfE Benchmarks and SNSA data, through consistent use of the #SBCWay.

We have made strong progress in developing staff understanding and consistency in key elements of writing pedagogy. A baseline audit of writing provided a clear and robust starting point, helping to identify specific priorities for improvement. Engagement with the #SBC Writing 2.0 Pedagogy Wheel Proficiency Self-Evaluation Survey further sharpened this focus by highlighting two key areas for development: the need for more explicit teaching at word, sentence and paragraph level, and the importance of providing learners with dedicated time to respond to actionable feedback.

Through targeted CLPL, collaborative planning and the trialling of new approaches, practice has strengthened across the school, although ensuring consistent implementation at all stages remains an ongoing priority.

A number of these approaches are already having a positive impact on learners. There is clearer progression in the explicit teaching of writing skills, supporting learners to better understand how to construct and improve their writing. Feedback processes have become more consistent, with the introduction of 'Fix It Time' giving pupils meaningful opportunities

to engage with next steps. This has contributed to increased learner motivation and engagement, particularly where feedback is clear, focused and manageable. In the early years, writing development has been strengthened through daily opportunities for mark-making, storytelling and child-led writing within play-based contexts.

As a result, teachers report increased confidence in delivering writing lessons using the #SBCWay, and learners are becoming more able to articulate how to improve their work.

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

We have gathered a range of qualitative and quantitative evidence to demonstrate impact. The initial baseline audit identified key gaps and directly informed targeted actions. Follow-up engagement with the Pedagogy Wheel self-evaluation survey indicates improvements in teacher awareness and classroom practice.

Teacher feedback from trial classes suggests that structured feedback approaches are both manageable and effective in supporting learner progress. Pupil voice also provides strong evidence of impact, with learners reporting that they value 'Fix It Time' and feel motivated to improve their writing.

This is further supported by writing samples and jotter monitoring, which show clearer structure, improved coherence and increasing evidence of editing and refinement in response to feedback. In the early years, observations and floorbooks demonstrate a noticeable increase in both the frequency and quality of mark-making and storytelling. Initial attainment tracking points to emerging positive trends, although additional time will be required to fully evaluate progress against the 10% improvement target.

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

We will build on the progress made by embedding greater consistency across all classes, with a particular focus on explicit teaching at word, sentence and paragraph level, alongside structured feedback routines that follow the cycle of write–feedback–respond–improve–reflect. The use of 'Fix It Time' will be extended across all stages to further support learner engagement with feedback.

Ongoing CLPL, professional collaboration and moderation opportunities will continue to support staff development, alongside targeted support to ensure effective use of signposted resources. We will also continue to gather and analyse attainment data and pupil voice to monitor impact.

Our key priorities for the next session are to embed consistency in high-quality writing pedagogy, ensuring all staff confidently deliver explicit teaching and structured feedback approaches. We will further develop cross-curricular writing by extending meaningful, contextualised opportunities across STEM, expressive arts and social subjects, ensuring writing has purpose, depth and relevance.

In addition, we will strengthen enquiry-based and play-based approaches to writing by developing problem-solving, real-world and investigative writing tasks, and by building on early years play-based approaches into the middle and upper stages. Enhancing learner agency will also be a priority, with increased opportunities for learners to set goals, respond to feedback and reflect on their progress.

Finally, we will track attainment and impact more robustly by monitoring progress towards the 10% improvement target using CfE Benchmarks and SNSA data, supported by moderation processes and evidence-informed professional judgements in line with SBC Assessment Matrices.

PRIORITY 4 - ELC

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

We have made clear progress in creating a more responsive, child-centred learning environment in ELC by improving planning, developing the environment, and building staff confidence and leadership. Our refined keyworker system, refreshed planning approaches, and changes to observations, next steps and floorbooks have created a more consistent and purposeful approach to meeting children's needs. Staff now adapt plans to include resourcing that responds to children's interests, gaps in learning and developmental needs. More accurate tracking and next-step planning building on children's interests is improving experiences and learning opportunities. Similarly, time off the floor supports EYP's to develop their knowledge and skills, and leadership capacity. Practitioners then share with the team, taking ideas forward to benefit children, eg beyond the gate opportunities such as bus trip, races, 2-year-old community play sessions, community garden etc.

The learning environment now better supports children's engagement, independence and development. Resources have been streamlined and rotated in response to children's interests, the home corner moved and extended to strengthen role play, and layout changes have improved flow and created more meaningful play experiences. More intentional, less cluttered resourcing allows children greater opportunity to focus with less distraction. There has also been a strong focus on literacy and motor-skills development, with mark-making extended across the setting, a tinker area introduced, and malleable and gross motor materials added. Staff continue to develop richer opportunities for language, literacy and communication, while practitioner leadership roles are building ownership, confidence and shared responsibility for improvement.

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

We see positive impact in both children's engagement and the increased consistency of practice across the team. Observations show more purposeful play and children moving freely between experiences. The wider range of literacy and mark-making materials available provide more opportunities to develop early writing and communication skills in meaningful contexts. Having a clearly planned focus to 'bubble time' leads to targeted

learning experiences that are more purposeful and better sustained. 'Bubble time' recording has improved continuity for children when staffing changes happen during the day. We note improvement in staff practice and the team's overall capacity. Feedback from parents evidences that happy, confident staff have created a nurturing, warm environment which is having a positive impact on children. The keyworker system allows for more open communication and has been positively received by families. The extended opportunities for parents to be present in the setting has supported this open communication. Weekly team meetings, shared recording formats, leadership roles and literacy training have built greater clarity, confidence and collaboration among practitioners. Literacy audits and regular discussion about strengths/next steps help staff reflect on practice and make informed decisions to support changes to the provision. Audits, observations and planning demonstrate a setting rich in emergent literacy and mark making opportunities, allowing children to explore different techniques, skills, textures, resources and fine motor skills. We now provide more interactive and child-friendly floorbooks, including voice notes, video and drawing, helping children take a more meaningful role in recording their learning. Moving floorbooks online has strengthened communication with parents making it easier for them to view and engage with their child's learning more regularly.

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

Next, we will focus on embedding these changes more consistently and evaluating their impact more closely. Our priorities are to refine the environment, so all areas are engaging, accessible and responsive to children's interests and developmental needs. We will strengthen responsive planning and observation so next steps are clear and followed through and build staff confidence through ongoing professional learning and leadership opportunities. We will also place greater focus on measuring the impact of literacy-rich environments, targeted group time and children's voice in floorbooks, so future improvements are informed by clear evidence of how children are learning, engaging and progressing. We also recognise the need to provide a wider range of numeracy-rich learning opportunities across the indoor and outdoor environments and through well-crafted intentional provision.

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	G	G
2.2 Curriculum	G	G
2.3 Learning, teaching and assessment (Including digital)	G	S
2.4 Personalised Support	VG	G
3.1 Ensuring wellbeing, equity and inclusion	G	G
3.2 Raising attainment and achievement/ Securing children's progress	G	S

Our capacity for continuous improvement is: (highlight one)

Satisfactory/good/**very good**/excellent

Explain why?

A high-quality team, engaging in relevant development work and supported by increasing engagement in the #SCBWay. There is new vision and leadership in the nursery leading to a rejuvenated team that is making excellent progress in partnership with school, Care Inspectorate and Early Years colleagues. SLT are focused on embedding and consolidating developments to ensure that genuine progress is maintained and impacts positively.