

# School Improvement Report



**Broomlands Primary School**

**2023-2024**

## Review of Progress 2023-24

### 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 254 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.

### SBC priority 1: Develop high quality learning, teaching and assessment that leads to improved levels of attainment and achievement for all in our schools and settings.

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

**Pupil Voice & Pupil-led Groups** - A staff working group have focused on what pupil led learning looks like in the classroom, leading to deep thinking around problem solving and future teaching approaches. Innovative new approaches including 'Genius Hour' and 'I Wonder...' days have been piloted and reflected upon, with a view to further developing this next session.

**Family Learning** – A working party of staff have identified opportunities, approaches and creative ideas to develop family learning opportunities. This has led to a number of offers, including a series of Parent Nurture Workshops, Open learning sessions in Primary 1-2 and 'Mellow Parenting' for parents of ELC children. These approaches will be further developed next session.

**Digital Technologies** - The use of innovative technologies within classroom routines and lessons motivates and engages children very well. Staff have further developed skills in teaching and learning of coding and programming, alongside refining and improving their existing digital use of feedback, accessibility tools and Showbie to share examples of learning.

#### What has improved for learners? How do you know?

**Pupil Voice & Pupil-led Groups** Across most lessons there is evidence of personalisation and choice. Increasingly, we provide opportunities for children to extend their learning independently. Children say *"Genius Hour lets you lead your own learning; you are less dependent on other people telling you what to do. It gives you chance to lead your own learning and explore learning you don't yet know about. If you have been really busy in class and haven't been able to follow-up things you're interested in, this really helps."* (NP). The Glasgow Motivation & Wellbeing Profile is used to measure wellbeing and motivation; evidence shows strengths across all areas, with an expected increase in autonomy in the future. Children

enjoy being part of pupil groups valuing the opportunity to contribute the ethos and life of the school. Children say *“It’s really fun – you get to lead things in the school. For example, we get to teach a lesson to other classes and this helps me work in a team, gives me practice and the chance to hear other people opinions. I like getting to have a say in the school – people listen to our opinions, and I like to have my ideas acknowledged and included.”* (MMcN). Events such as World Book Day, the Community Litter Pick and becoming a Rights Respecting School (Bronze) evidence the positive impact of pupil led experiences.

**Family Learning** – Evidenced by the increased offer of shared learning opportunities between school and home. Parent feedback includes *“Went to last week one and was very good - will be going again this week. This group has been fab... So well presented.... The headteacher Mr Lindsay is brilliant at presenting the program.”* Parents report using strategies at home to ensure consistency, predictability and routine with their children.

**Digital Technologies** - There is a strong use of digital technologies to support learning; as a result the children are developing very good digital skills. The use of innovative technologies within classroom routines and lessons motivates and engages the children who are confident in using a variety of digital tools independently, such as apps, iPads and programmable equipment. Children use technology to revisit explanations/instructions, such as through video clips provided by teachers. They send and receive feedback in a timely and purposeful way, using technology. Our clear focus is on meeting the needs of individual cohorts of children, including those supported by pupil equity fund. The quality of teaching across almost all classes was good or better and the pupils were engaging in their learning.

#### Next Steps?

**Pupil Voice & Pupil-led Groups** – Continue to develop opportunities for children to lead their own learning and apply their skills in real-life and meaningful contexts. Develop the principles of ‘Genius Hour’ across school in ways relevant to age and stage, with a clear balance between the focus on knowledge and skills. Staff will continue to explore what this looks like in practical application and continue to test their approaches and feedback successes for example ‘Genius Hour’ and ‘I Wonder Days’. Pupil group activities will be extended to include younger year groups and consideration given to the use of a skills-based framework or sustainable global goals to ensure a clear learning focus.

**Family Learning** – Further developments will include more active use of Showbie in ELC, further opportunities for parents to learn alongside their children throughout school, and a fresh approach to home learning that is more focused on shared learning experiences between parents and children, and less formulaic.

**Digital Technologies** – to maintain and embed good practice in use of digital technologies to enhance learning, with particular focus on ensuring opportunities for creativity are developed and used to provide children with added value from their use of technology.

## **SBC priority 2: Develop inclusive practice with a focus on universal and targeted provision in all schools and settings.**

### What improvements have you made this year?

**Tracking of attainment and Personalised Planning** – Clarity around track and monitoring attainment of all children including personalised plans for targeted pupils is allowing professional dialogue and challenge to ensure children are making expected progress. Clear expectations are set for teachers in preparation for attainment meetings, with a focus on helping children reach their potential. We have developed a simplified tracking system and teacher judgement is supported by 4 key questions which they consider and evidence prior to attainment meetings with SLT. Identified children are tracked more closely, with clear identification and regular review of the next steps they require to make accelerated progress in their learning. We have introduced a personalised plan format for learners requiring a little extra support of some kind - this brings together key information to give a robust overview of the whole child and their short-term personalised learning targets. We have begun to include pupil and parent voice in the formation and review of this plan.

### What has improved for learners? How do you know?

**Tracking of attainment and Personalised Planning** - Our new Personalised Planning document ensures we bring all key information about children together to identify ambitious but realistic targets for them, helping to ensure pace and challenge. The plans for children entitled to access Pupil Equity Funding provide detailed information for the staff supporting the children and give strategies and tasks which are used to support learning. By robust tracking of attainment, teachers can consider how to maximise the use of support staff and can plan responsive interventions to ensure steady progress in learning.

### Next Steps?

**Tracking of attainment and Personalised Planning** – We will look to record baseline information and to put in place periods of interim review which will clearly identify progress made by each child. e.g. simple run chart. The whole school tracking process will be used to record which children in each class have a Personalised Plan. These plans will dovetail with group plans for each class which focus on children who are entitled to access pupil equity funding. The creation of more specific success criteria will ensure a more consistent targeted approach. In order to measure pace through a level, applying dates to both when achieved and projected to achieve will help both teachers and senior leaders. High-quality evaluations of learning will be more effectively used to ensure smart measurable targets are in place for learners.

Additionally:

- We will stay at 10 classes next session. Class composition and teacher allocation will be shared in June.
- We have welcomed Mr Alan Reid into the school to cover Mrs Orde who has become teacher of sustainability for the LA. She is seconded to this position until June 2025.
- Mrs Higgins will retire in the summer, and we are working with SBC to identify a suitable PE replacement. I'll update through the newsletter when we have confirmation of this.
- We have been allocated an NQT for next session, Lesley Kerr, a teacher who is well known to us having been a student here on placement earlier this school year.

Breakfast Club – has been jointly funded by school and Cheviot Youth. Our funding has been exhausted and Cheviot Youth have had a significant restructure and will not be able to staff or fund the Breakfast Club next school year. I don't have the funding to staff it either, but I'm hoping we can consider a volunteer run offer going forward. This would need some organisation and we would need to seek a small charge to fund the food and drink. I wonder what your thoughts are, and if you think there's an appetite for this amongst the parents – we've had some amazing volunteers over the year, but it would obviously be a bigger commitment, and we'd need to get PVG checks carried out, etc.

