



# School Improvement Plan

2021-22

Broomlands Primary School



# INTRODUCTION - School Improvement Planning 2021/22

---

This document outlines our identified priorities for Session 2021/22 which will bring about continuous improvement of outcomes for our learners. It is based on rigorous self-evaluation of our provision, including the impact of development work carried out during 2020/21. For more information on our performance see our School Improvement Report 2020/21.

## Self-Evaluation Summary

---

Identification of strengths and aspects for improvement involves knowing the impact of our work on learners. Learners are at the heart of effective self-evaluation' -HGIOS 4? HGIOELC?

### Strengths 2020-21

- Teaching and learning
- Use of digital technologies to enhance remote and classroom learning.
- Ethos and culture of the school.
- Pastoral and practical support for children and families throughout the Covid-19 pandemic.
- Communication and engagement with families.

### Areas for Improvement 2021-22

	Short Term	Medium Term	Long Term
<b>Learning, teaching and assessment</b>	Re-visit Cheviot Teaching & learning toolkit with all teaching staff.	Explore and embed key aspects of pedagogy into daily diet of teaching, learning and assessment.	Sustain and continue to develop this, with staff taking clear ownership of their teaching approaches.
<b>Inclusion</b>	Vision, Values and Aims re-written to better reflect the school & ELC ethos. Children can talk about this.	Training and staff learning about nurture to form key aspect of our school approaches.	Ensure all children and families feel included in the life and work of the school, and are well equipped to understand the learning journey the children are on.

# Priority 1: Learning, teaching and assessment

QI	NIF Priority	SBC Framework	Intended outcome:			
1.1, 2.3	Improvement in attainment, particularly in literacy and numeracy	Develop high quality learning, teaching and assessment that leads to improved levels of attainment and achievement for all in our schools and settings.	<p>To enhance the daily assessment practices of our cluster teachers through a system of collective but individualised professional learning.</p> <p>To increase our collective confidence in teacher professional judgement decisions.</p> <p>To embed a coherent and agreed approach to teaching reading, ensuring staff have the opportunity to share good practice.</p> <p>To support teaching, learning and assessment in maths and numeracy by providing a core, progressive resource throughout the school.</p>			
Process			Progress Tracker			
			Strategic lead and key people	Time-scale (Date)	Measures of Success	Review Date
1	What we are going to do? Using the Cheviot Learning & Teaching Toolkit, upskill teachers' assessment practice and teacher judgement approaches.		Cluster Primary HTs	June 2022	3 x cluster seminars (1.5hrs each) facilitated. 1x cluster Inservice (3hrs) facilitated. Key messages about toolkit shared. Key messages about assessment shared. All teachers have completed the ACAI tool. All teachers have identified individual focus for development. WalkThrus professional learning resource shared with all. Social moderation discussions facilitated. ACEL judgements discussed across cluster (prior to submission in June)	
	Why we need to do it? We need to revisit the excellent work that we started in 2019 that will help our teachers further develop excellent learning and teaching. Increasing our collective confidence in teacher professional judgement can be achieved by supporting all teachers to better understand the Why, How and What of assessment.		Cluster Primary DHTs			

<p><b>2</b></p>	<p>What we are going to do? Develop and embed a shared understanding of:</p> <ul style="list-style-type: none"> <li>• Effective Learning Intentions and Success Criteria</li> <li>• Plenaries</li> <li>• Lesson Structure</li> <li>• Effective questioning</li> <li>• Assessment Approaches</li> <li>• Use of digital technologies to support teaching, learning &amp; assessment</li> <li>• Use the Early Years Teaching and Learning Toolkit further develop the Learning Walks model to include planned, purposeful peer and self-evaluation.</li> </ul>	<p>HT DHT PT</p> <p>Teaching staff</p>	<p>June 2022</p>	<p>Every lesson has a clear purpose - to learn something new, consolidate learning or demonstrate/apply learning. Success criteria “unpack” the learning intention to show what success looks like. Evaluative/reflective plenaries are used to review the learning intentions and embed/consolidate children’s learning.</p> <p>Each lesson has a clear structure, including key features such as activating prior learning, clear content, and opportunities to practise and reflect.</p> <p>Skilled questioning engages and promotes curiosity, independence and confidence, regularly enabling higher-order thinking skills.</p> <p>Assessment information is collected, interpreted and used to give accurate learning information. Raise teacher awareness of learning, what learning experiences enable children to do and what their skills and personal capabilities are.</p> <p>Video tutorials, feedback, parental communication and use of Showbie to support homework and family learning, is in place.</p> <p>ELC practitioners are able to demonstrate an understanding of the pedagogy that underpins excellent teaching and learning.</p> <p>ELC practitioners engage in professional dialogue centred around the Early Years Toolkit and Learning Walks. ELC has a strong ethos of improvement</p>	
	<p>Why we need to do it?</p>				

	To continue to improve and refine our pedagogy, ensuring we provide excellent approaches to support learning for every child, every lesson, every day.			through the sharing of practice and through peer support and challenge.	
3	<p>What we are going to do?</p> <ul style="list-style-type: none"> <li>• Further develop our collective understanding of the journey of our children as readers, from ELC to P7. Ensure coherence, pace and breadth in our approach to the teaching of reading.</li> <li>• Consider the development of reading as part of the 'Broomlands Approach to Teaching, Learning and Assessment of Literacy'.</li> <li>• Through a coherent reading approach, ensure moderation at both the planning stages and in the gathering of evidence to demonstrate breadth, challenge and application.</li> </ul>	HT DHT PT  Lorna Davenport (Literacy Champion)	Nov 2021	Learning Walks demonstrate a consistent approach to the teaching of reading. Staff demonstrate a broad range of approaches to ensure a rich learning experience for all children. Opportunities are evident to encourage enjoyment of, and celebrate reading achievements. Teachers will be confident in ensuring shared standards and expectations of teaching and learning in relation to reading. Data will demonstrate attainment in reading improving.	
	<p>Why we need to do it?</p> <p>To build on development work in session 20-21 to ensure all staff have a consistent approach, recognise the developmental stages of learning the precede their stage, and implement the schools approach to reading consistently.</p>				
4	<p>What we are going to do?</p> <p>Provide a core resource around which to base resourcing and development of maths and numeracy at a whole school level.</p>	HT  Cath Murray & PT (Maths Champions)	Dec 2021	Staff continue to personalise teaching, learning and assessment in maths and numeracy to the cohort and individual children in their class. They use the White Rose Maths resource to supplement and complement this planning and delivery.	
	<p>Why we need to do it?</p>				

Staff have no 'go-to' resource to support their teaching and learning. Some resources are dated and lack consistency. Building confidence through concrete – pictorial – abstract sequence				
--	--	--	--	--

## Priority 2: Inclusion

QI	NIF Priority	SBC Framework	Intended outcome:			
1.3, 1.5, 2.5, 3.1	Closing the attainment gap between the most and least disadvantaged children and young people Improvement in children and young people's health and wellbeing	Develop inclusive practice with a focus on universal and targeted provision in all schools and settings.	<p>To build back better and fairer, engaging with our children and families to maintain and improve the high quality relationships and supports offered to all.</p> <p>To promote the importance of health &amp; wellbeing, resilience and nurture as an essential cornerstone of teaching and learning at Broomlands.</p> <p>To utilise digital technologies more effectively in ensuring partnership with parents and access to family learning for all.</p>			
Process				Progress Tracker		
			Strategic lead and key people	Time-scale (Date)	Measures of Success	Date Reviewed
1	What we are going to do.		PT -	June 2022	3 x 1.5 hr CAT sessions delivered to all staff	

	<ul style="list-style-type: none"> <li>Nurture – become familiar with the concepts and implications of the 6 Nurture principles.</li> <li>Engage in self-evaluation to focus on aspects of nurture that we need to develop collectively.</li> </ul>	supported by HT and DHT.		All staff complete 'Introduction to Inclusive education' online training. All staff complete Dyslexia online training and 1hr classroom practice training. All teaching staff complete 2hr online training as part of SBC autism strategy. All school staff will have confident knowledge and understanding of <b>SBC Nurturing Approaches</b> and how this fits within SBC's <b>Inclusion Framework</b> . They will apply these approaches in their interactions with children and young people to promote positive relationships, support behaviour, wellbeing, attainment and achievement. They will have an overview of the 6 Nurture Principles and will consider how this impacts on them and their role in supporting children and young people.	
	<p>Why we need to do it</p> <ul style="list-style-type: none"> <li>There has been a significant drive to create a culture and ethos of inclusion in SBC. At Broomlands we are committed to Inclusion, Achievement, Ambition and progress for all, with a particular focus on reducing the poverty related attainment gap.</li> <li>We need to demonstrate a consistent approach to the key features of inclusion to support the guiding principles of inclusion.</li> </ul>	Staff who show desire and keen interest as this develops.			
2	<p>What we are going to do.</p> <p>Parental Engagement</p> <ul style="list-style-type: none"> <li>Using the facilities provided by Inspire, improve parental engagement in learning through digital means.</li> <li>Develop the new school website to provide easy access for parents and families to support learning at home. Launch this website in order to raise awareness and use of these resources.</li> <li>Develop a digital platform to capture, record and celebrate achievement of our children.</li> <li>Revisit the Vision, Values and Aims of both school and ELC, involving parents and families, to better reflect the ethos, habits and approaches of the school and childcare</li> </ul>	<p>Helen Orde (digital skills)</p> <p>HT, DHT &amp; Elaine Pettigrew (Office)</p> <p>Helen Orde (digital skills)</p>	<p>June 2022</p> <p>Nov 2021</p> <p>June 2022</p> <p>September 2021</p>	<p>Schools will see increasing use of GLOW, Showbie, and other digital technologies to enhance home learning, share learning and engage parents.</p> <p>Parent feedback guides and improves our digital engagement.</p> <p>Parents report that they are well-informed and supported to be part of the learning journey of the class/child, through use of digital technology.</p> <p>Children, families, practitioners and partners are all involved in the creation of the Vision,</p>	

	<p>hub, incorporating the concepts of courage, compassion and connection.</p>	HT/DHT / SEYO		Values and Aims. The revised Vision, Values and Aims accurately reflects the setting and the aspirations of all stakeholders.	
	<p>Why we need to do it.</p> <ul style="list-style-type: none"> <li>To ensure that, both in the current climate of Covid-19, and for the future, we embrace and developing new, manageable, quick and effective methods of reporting to, working with and feeding back with families, building on renewed post-lockdown interest in learning.</li> <li>Our work on Building Resilience demonstrated that parents are hungry for guidance, learning, ideas and partnership working.</li> <li>Our existing website is outdated and no longer supports our plans to engage parents and families through it.</li> <li>The existing Vision, Values and Aims are complex, wordy and not reflective of our school community.</li> </ul>				
<b>3</b>	<p>What we are going to do.</p> <ul style="list-style-type: none"> <li>Build Back Fairer – use wellbeing profiling to better understand the issues, challenges and views of all our children.</li> <li>In ELC build on developing learning experiences that extend children’s interests and involve them in making informed choices about their learning and next steps.</li> </ul>	HT DHT PT SfL	Dec 2021	Profiling will give a clear indication of key aspects of children’s health and wellbeing which we can respond to, support and signpost.	
	<p>Why we need to do it.</p>	SEYO, DHT, ELC staff	June 2022	In ELC children are able to talk about their learning and achievements.	
				In ELC planning reflects children’s interests and shows practitioners respond effectively to promote creativity and curiosity.	



	<ul style="list-style-type: none"> <li>To ensure we have clear profile of the wellbeing of all our children, enabling us to respond to needs on an individual, class and whole-school level.</li> <li>As the learning environment has developed, and continuous provision is of a high standard, our need is to ensure all our children have a voice in their learning and practitioners respond to this effectively.</li> </ul>			In ELC a range of strategies are used to support children in taking responsibility for their own learning and progress.	
--	--	--	--	---	--

Ongoing Improvements 2021-22				
Process		Progress Tracker		
	Improvement	Strategic lead	Measures of Success	Expected completion date
1	Languages 1+2 – embed L2 and agree approach to L3.	H Orde SLT	We see a whole school, sustainable approach to teaching and learning in modern languages. Children experience a coherent learning progression though school. 1+2 is embedded into teacher’s practice – they are confident in teaching languages and familiar with the resources and progressions available to support this.	Dec 2021
2	Staff Health & Wellbeing	SLT	Staff describe having a good life balance, maintain healthy lifestyles and have an awareness of their own wellbeing and how to provide self-care. School actively promotes the health and wellbeing of all staff.	Ongoing
3	Outdoor Learning	HT, DHT	All staff have the confidence and mind-set to take learning outdoors. Planning and teacher consultations demonstrate a commitment to and delivery of outdoor learning.	Ongoing.