



School Improvement Report

2020-2021



Review of Progress 2020-21

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 over 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 235 children (P1-7) with an additional 54 in the nursery.

Our Vision, Values and Aims

Our vision is a clear, inspirational hope for our children:

Be a school of courage, compassion and connection, to the benefit of our children and families.

Our values are the beliefs and principles that guide us. We will:

Put people first
Together we will be enthusiastic, creative and professional.
Show support and respect for all
Care for our environment
Listen and respond to our community
Have high expectations of all
Work collaboratively with partners

Our aims are the things we intend to achieve; our purpose and intention. We aim to:

Build a multi-agency team, working for our whole community.
Encourage and celebrate wider achievement.
Bring learning to life in a stimulating, enjoyable and secure environment.
Encourage children to question and explore their learning deeply.
Empower, challenge and motivate children and staff to learn and think independently.
Build a strong foundation of healthy lifestyle choices and care for the environment.
Promote a school ethos of respect for one another as valued individuals.
Support children to be equipped for the challenges of an ever changing world.

What improvements have you made this year?

In this most challenging year, many improvements in 2020-21 have come about by necessity, not based on planned school improvements. Nonetheless, they have been significant, valuable and positive.

- Inspire Learning - staff are increasingly planning for/using digital skills to enhance teaching & learning.

What has changed/ improved for learners?

We have achieved many short term goals. Almost all teaching and all management staff developed a range of skills and achieved 'Apple Teacher' status. In P6 & P7 there has been *improved focus and confidence, especially in writing*. In early years, learning has been shared more effectively with parents digitally, *enabling families to reflect on learning with their children*. Children report *positive learning benefits* from Inspire. We observe both excitement and engagement linked to learning through Inspire. *Excellent communication has developed between*

peers and teachers, leading to a positive impact on learning. Staff have developed a *wide range of improved feedback techniques (eg annotated, audio, video) which are timely, personalised, manageable, and effective – we see children acting on next steps.*

Staff engage in regular peer support sessions. They report improved skills/confidence leading to implementing a *wide range of engaging learning approaches to support children*, improving pedagogy. An Inspire skills progression has been developed, complementing our existing ICT progression. This will ensure breadth and depth as *children build and apply skills year on year, preparing them for future learning.* The staff team continue to share knowledge, ideas and 'top-tips'. *Children and staff learn together*, utilising pupil skills and knowledge. Children report being able to *learn a range of new skills eg coding and programming, using resources such as Scratch. They have developed technical and social skills using Teams and are increasingly confident using iPad software.* Parent feedback guided and improved our use of digital technology to engage with families. From direct conversations, emails, and survey information, parents report that throughout lockdown they were well-informed and *supported to be part of their child's learning journey through use of digital technology (notably GLOW, Teams and through the iPad's).*

- Whole school literacy approach will support a depth of teaching and learning opportunities in reading, writing, listening and talking.

What has changed/ improved for learners?

Staff audited approaches to teaching and learning leading to change, notably *implementing whole class reading elements to lessons, including focus on reading for pleasure.* Limited classroom visits through 'Learning Walks' evidenced effective approaches to teaching reading, allowing staff to learn from one another. *Improvements have been noted in standardised assessment results.* Now we must triangulate this with ongoing assessment and knowledge of the child, to support judgements of progress. Teachers have had opportunities to become increasingly data literate. Class Teacher/Support for Learning meetings have *focussed on specific strategies and interventions for children.*

Teachers have begun to become more confident in ensuring shared standards/expectations of teaching and learning in reading. A clear reading focus is needed on future learning walk visits. We have continued to raise the profile of the Cheviot teaching and learning toolkit. We have begun a professional reading group, looking at 'The Learning Rainforest'. Staff have shown commitment and value the opportunity to learn together.

In ELC, although not fully implemented, a Learning Walks model was created using the Cheviot Early Years Toolkit. Despite the obvious challenges, ELC staff have continued to ensure that the learning environments provided support the children effectively in developing their early language and mathematics skills. A strong focus has been placed on Health & Wellbeing and developing positive, nurturing relationships. Practitioners have supported children well through change, helping them feel safe and secure, which has positively impacted children's learning and development. The ELC team work together to ensure high quality observations leading to appropriately planned learning opportunities and take forward children's interests. Peer support in this area has led to staff feeling more confident in their observations and in their judgments resulting in improved responsive planning that effectively meets children's needs.

- Develop parental engagement in order to improve learning outcomes for children.
- Improve family learning opportunities for the wider school community.

What has changed/ improved for learners?

We have developed a range of communication channels, including social media, to reinforce a culture and share the key message that parents are central to their children's learning and development. Contact with families increased significantly during lockdown. Feedback suggests many of our parents felt real purpose in supporting learning during lockdown. Effective use of Teams meetings, email and phone allowed us to talk directly to parents about learning. A large proportion of parents accessed GLOW during periods of home learning. We increased use of social media to recognise and celebrate learning and wider success. Teaching and support staff provided a wide

range of home learning opportunities for families. Class blogs made the intended learning accessible and available to all families. We used these in the initial return post-lockdown, but parental engagement has reduced. Feedback demonstrated *increased levels of parental confidence in supporting children's learning*. We provided bespoke digital learning support to families including hardware and software advice and parental guides. We need to ensure continuity and further development of this. We are currently building a new school website with more interactive learning content. Children benefitted from tutorial videos to enhance learning whilst at home with their parents. They have shared learning in creative/engaging ways, ensuring parents and families are aware of ongoing learning, through use of the class GLOW pages and photographs/videos on iPads. In ELC a Glow page was introduced to ensure that, through lockdown, children and families were still actively involved in the child's learning journey. Parents and children were invited to engage in daily tasks/activities and weekly bubble check-in's and stories. Staff accessed the Glow page daily to feedback on posts/photos and to recognise participation, achievements and progress. This enabled staff to listen to the children's voices and followed their interests. Learning shared on the Glow page was included in the children's learning journeys and Floorbook as part of a holistic view of the children's progress in learning. Individual next steps were emailed to families, including feedback from practitioners about how to support children's learning and included space for parental input/feedback. The Glow page has continued to be used for weekly updates on children's learning experiences to support partnership with parents. ELC managers have been proactive and responsive in helping ensure the wellbeing of children and families during the difficult periods.

Next Steps in relation to learning teaching and assessment and inclusion.

Inspire: Ensure ANA's able to access Inspire training. Embrace Showbie to guide the way we move forward/decisions we make with regards to parental engagement. Implement and focus learning around the clear progression. Set manageable short term goals to guide professional learning. Use Staff Connect meetings and cluster opportunities to explore 'One thing to try' type learning opportunities. Focus learning walks on the use of Inspire to support staff development. Develop a classroom culture that understands how we use iPad's appropriately. Formalise a 'digital leaders' team giving status, value and confidence to children able to share knowledge.

Learning, Teaching & Assessment: Work together to improve our understanding of all that underpins the toolkit. Ensure all teaching staff are involved in the 'Learning Walk' observation, discussion and feedback cycle. Backed by learning walks, we need to implement fully the agreed approach to learning, teaching & assessment (literacy). Backed by visits, we will increase familiarity and awareness, and staff understanding; we will link this to the toolkit and improved pedagogy. Teachers will demonstrate application of their professional learning from reading group in their practice. Use observations, planning and teacher consultations to evidence the impact of high quality teaching and learning. In ELC we will further develop the Learning Walks model to ensure planned, purposeful peer and self-evaluation. This will develop practitioners understanding of the pedagogy that underpins excellent teaching and learning. We will involve parents and families in the development of a revised ELC Vision, Values & Aims that better reflects the hub setting. We will build on developing learning experiences that extend children's interests and involves them in making informed choices about their learning and next steps.

Parental engagement: Develop use of the new website as a learning resource to support parental understanding and learning. Populate it with tutorial videos and 'How to...' guides. Engage fully with Showbie, ensuring we make full use of its potential for communication, sharing and learning. Develop a digital platform to engage children and families in sharing and recognising wider achievement, including sign-posting to opportunities to enhance this. Ensure our social media platforms have a strong emphasis on learning.

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 remains 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. We have a clear set of priorities allied to a committed and energised staff team.