



Broomhill Primary School

Standards and Quality Report 2018-19



Introduction

Welcome to our Standards and Quality Report which is provided to inform parents and carers about the progress made towards achieving the outcomes and impacts set out in the school's improvement plan 2018-19. Evidence for this report is gathered through our self-evaluation processes, including analysis of school performance information and data, people's views and observations of learning and teaching. The next steps identified in this report will be incorporated into our next school improvement plan.

School context

Session 2018-19 was very busy for the school community as we settled into our first full year in an impressive new building. The new headteacher took up post at the beginning of the session and a new deputy was appointed in term two.

The school's improvement plan priorities align with Glasgow's Improvement Challenge (GIC), which is a holistic strategy to raise the attainment and achievement of all pupils and close the poverty-related attainment gap. Glasgow's strategy incorporates the national plan for improvement in Scottish Education.

We can identify from the postcodes of family homes that 15.1% of our 450 pupils live in areas ranked as the most disadvantaged nationally; this compares with 57.3% of children in Glasgow who live in such areas. As a result of being in a relatively affluent neighbourhood, our school is among a small number in the city that is not allocated additional teacher hours to take forward GIC work. The school does however benefit from high-quality staff training and materials from the GIC leadership team.

For a second consecutive year, £38,400 Pupil Equity Funding (PEF) was granted, in addition to our core budget, directly to the school from the Scottish Government's Attainment Challenge fund to enhance interventions to close the poverty related attainment gap. This year's PEF funded an additional Support for Learning Worker, a PATHS wellbeing programme and two days a week additional staffing to help children affected by deprivation achieve their full potential. The Parent Council was involved in decision making about our PEF spending. An evaluation of the impact of these interventions is provided in the next section. It is anticipated that PEF will continue to be allocated over the current parliamentary term (2016-2021).

Our achievements and improvements

Priority 1: Raise attainment and achievement for all and close the poverty related attainment gap.

Numeracy - This was the first year of whole-school engagement with the Glasgow Counts (GC) initiative. The Principal Teacher attended a GC training programme and, in turn, delivered staff development to facilitate the implementation of new approaches and PEF funded numeracy resources. Teachers also benefitted from attending GC courses. Evaluations indicate pupils are developing enhanced skills and confidence using GC approaches, including a *concrete-pictorial-abstract* (CPA) method to build children's competency when introduced to new concepts. Class visits show CPA is helping children develop deeper understanding and make meaningful connections when tackling numeracy challenges. Some teachers now regularly use Number Talks lesson starters, which children say is helping them think more flexibly with numbers to solve problems and talk about their reasoning. Our assessment data shows these approaches are beginning to impact positively on children's learning. Almost all children receiving targeted additional support for numeracy demonstrated added gains in their learning. Numeracy attainment at Second Level increased by 1.5 % to 93.7%. P7s made it to the top of the daily leader board in Glasgow's Sumdog Maths Contest. To further raise attainment, the school will engage in year 2 of the GC programme and support teachers to make consistent reference to the National Benchmarks and GC Numeracy Framework.

Monitoring and tracking children's progress - Broomhill Primary was closely involved in the development and pilot of a new web-based application, which assists teachers and senior leaders monitor and track children's performance across the Broad General Education 3-15 years and Senior Phase to 18 years. The application is providing an overview of children's progress, attainment and achievement across the curriculum at an individual, group, class and whole school level. Regular analysis of this data and information is informing teacher planning to ensure continued progress, learning support and appropriate challenge for all children. A session to inform parents and carers how staff monitor and track children's learning was well attended and positively evaluated. Next session the functionality of the new application will be extended to provide further benefits and outcomes for pupils, parents and teachers.



A new annual report for parents was developed and used by staff which, informed by data and information from the new monitoring and tracking application, described children's progress and achievement across the four contexts of learning - curriculum areas, interdisciplinary learning, personal achievement and participation in the life and ethos of the school as a community. The new format was very well received by the majority of parents who appreciated the informative and holistic nature of their child's report.

Support for Learning Workers (SfLW) - have benefited from a range of opportunities to build their knowledge and skills to effectively support teaching and learning. Timetables were changed to give SfLW weekly collegiate development opportunities. Training, in literacy, numeracy and autism is impacting positively on SfLW' skills and confidence, and in turn children's progress and development. The majority of SfLW have a role delivering a targeted intervention for children not yet on track with learning targets. An additional SfLW post was funded through our Pupil Equity Fund and has enhanced the school's ability to provide targeted support to individual children and groups. To ensure the effective deployment and preparedness of SfLW, we now provide additional time for teachers and SfLW to plan lessons together.

Homework club - A group of Primary 3 children not yet on track with their learning targets were invited to attend a homework club led by a Primary 3 teacher and financed through our Pupil Equity Fund. Targeted support focussed on developing the children's reading fluency and comprehension skills. Pupil feedback highlighted growing confidence and enjoyment as they worked in small groups practising core skills. Parental feedback was very positive, with reports of children making added gains in their learning by attending the club. School evaluations showed the homework club is an effective intervention to help close the poverty-related attainment gap and the school will look to continue the support next session.

Priority 2: Promote inclusion and health and wellbeing

Children with Autism - All staff attended a series of training on Autistic Spectrum Disorder (ASD), delivered by the third sector partners Differabled, Through this opportunity, staff met with parents of children with ASD to learn from their experiences of contact and support from school and wider services. Three staff, with more intense contact with pupils with ASD, attended advanced training by the Autism Resource Centre. Training evaluations show that all staff have developed enhanced knowledge, skills and understanding of supporting children with autism and other neurodiversities. Class planning and visits highlight how teachers have made adaptations to the learning environment and teaching strategies to aid communication and accommodate sensory differences of children with ASD. Several families have benefitted from being signposted by school to the Differabled parent support group.

Developing social and emotional skills: The Promoting Alternative Thinking Strategies (PATHS) curriculum was purchased with PEF funding and Barnardo's teacher training was commissioned to build staff's knowledge and skills on the use of PATHS materials. Very good progress has been achieved integrating the evidence-backed PATHS programme in every class as part of our Health and Wellbeing curriculum. Forward planning and class visits show that teachers use the PATHS resilience and emotional literacy strategies in their daily teaching practice and to aid conflict resolution. Evaluations of the impact of PATHS highlights that children display greater use of appropriate language to articulate their feelings and opinions and are more aware of, and use, effective responses to emotions of anger, sadness etc. Staff share the PATHS programme with families at Curriculum Evenings and through termly Curriculum News.

Priority 3: Improve learning and teaching across the curriculum

Vision, values and aims: From March-June 2019 the school engaged in series of consultations to review our vision, values and aims. A high level of feedback was gathered from our school community and our



partners. Responses will be analysed at the start of the new session and used to inform our vision statement, establish our shared values and help provide strategic direction for our aims and improvement agenda.

Updating our school badge dovetailed with the vision, values and aims review. The result of partnership with Corporate Graphics at Glasgow City Council and a series of in-school brainstorming sessions was a sharp, modern image which retains features of the original badge while reflecting the spirit of the current school community.

French and Mandarin Modern Languages - French language learning, previously taught from P5-7, was extended to our P1-4 classes. Most teachers successfully completed French training in Terms 1-2. Early evidence of impact indicates that almost all children are learning and acquiring French through ongoing familiarisation with the language and are developing a growing awareness of life in another society. In P5-7 French is taught through a weekly hour-long lesson by a teacher with enhanced training. Several P5-7 teachers attended French training to support the children reinforce their learning throughout the week.

A partnership with The Confucius Classroom Hub outreach programme at Jordanhill School has given our school the opportunity to deliver high quality Chinese Language learning in P7. The children made excellent progress learning Mandarin over a 10-week block and developed their knowledge and skills as global learners. Next session the outreach programme will expand Mandarin learning to P5 and P6. This curriculum structure will meet the aspirations of the Scottish Government's policy on Modern Languages.

Playful Learning Supporting Improvement, Pedagogy and Equity (SIPE)

Primary 1 staff and the senior leadership team attended training and visited other schools to develop a more play-based curriculum in line with the national strategy. The teachers developed an action plan and meet weekly to create a play-based learning environment. Monitoring the impact of playful learning on children's progress and engagement has shown mixed results. Overall, children's attainment in literacy and numeracy is not on track with previous sessions. Teacher feedback indicated some added gains in children's social and emotional skills. On-going exploration and focus on playful pedagogy is planned to ensure an approach which meets the needs of learners in Broomhill Primary.

Supporting Improvement, Pedagogy and Equity (SIPE) Training – During the 18-month SIPE programme all teachers worked in groups to develop consistent use of key formative assessment strategies. Three members of staff were trained to facilitate the teacher-led learning community meetings. Feedback highlighted that the SIPE meetings were a supportive time for teachers to develop and share practice with colleagues within and beyond school, engage with research and reflect on teaching and learning. Teachers also visited each other's classes to learn with and from one another. Teacher evaluations and feedback from visiting head teachers showed learning had improved, with most teachers demonstrating consistent and effective use of the following key approaches:

- learning intentions and success criteria to help children identify their targets and progress
- teacher feedback that moves children's learning forward
- children taking greater responsibility for their own learning and supporting each other's learning
- effective teacher questioning that supports children to use higher order thinking.

The improvements in teaching and learning will be tracked to assess the long-term impact on attainment.

Digital Literacy - Under the direction of the school's Digital Leader we engaged with digital service providers, CGI, for the roll out of Glasgow's Connected Learning Programme. All staff attended training to develop confidence and skills using an iPad and wider use of the national digital platform GLOW to enhance teaching and learning. Staff are working towards Apple Teacher status, with some having already achieved all eight badges to become a recognised Apple Teacher. New equipment and devices have been installed, including Wi-Fi and teacher iPads. As a result of technical issues outwith the school's control the deployment of pupil iPads and the installation of Apple TVs have been delayed until next session.

Attainment Information 2017-19

Our pupils continue to show very good levels of attainment, particularly at P1 and P7. Teachers use a variety of assessments, as part of everyday learning and teaching, to track children's progress. P1, P4 and P7 classes completed online Scottish National Standardised Assessments, in aspects of literacy and numeracy, to provide teachers with objective, comparable information about progress and next steps in learning. Using the range of assessment information, we assign and record the numbers of children achieving Curriculum for Excellence levels at P1, P4 and P7 to inform on-going improvements in learning and teaching. This data allows us to examine ourselves in relation to schools across the city with a similar context. Next session, to strengthen judgements about attainment levels, the leadership team will support teachers to make consistent reference to the National Benchmarks and Curriculum Frameworks.

	L&T 2017 %	L&T 2018 %	L&T 2019 %	Reading 2017 %	Reading 2018 %	Reading 2019 %	Writing 2017 %	Writing 2018 %	Writing 2019 %	Num 2017 %	Num 2018 %	Num 2019 %
Broomhill	95.7	91.2	91.7	89.8	90.2	85.0	84.5	88.3	84.5	90.4	91.2	87.3
Glasgow	82.1	83.4	82.7	76.1	76.8	76.1	71.0	71.7	71.7	76.7	77.8	76.8

Key: L&T = Listening and Talking

Num = Numeracy

Attendance in Broomhill continues to be high with an average of 96.4%, which is above the city rate. We have a restorative approach to supporting behaviour and have not excluded a child from school in recent years.

Awards and Achievements 2018-19

Our pupils have an impressive list of awards at school, city, national and international level.

★ **Film Making Skills** – A creative P7 pupil won first prize in the city-wide *GICFilmFest19* for his engrossing animated biopic about the tragic life of mathematician *Alan Turning*. The young filmmaker started by storyboarding his ideas using the FlipaClip app and composed the film music on Garageband. The animation was also awarded Intro Film Of The Month, following which it was showcased to over 300,000 members online and featured on the Into Film YouTube channel.



★ **Athletic Achievements** – P5 and P6 pupils shone at the Kelvinside athletics event - 1st P6 Boys relay team, 1st P6 200m, P6 1st Boys Long Jump, P6 1st Javelin and winning P6 Boy's Relay Team. There were also lots of 2nd and 3rd awards. The P6-7 athletics team achieved terrific results in track and field events to earn a place in the Glasgow Schools' Competition final, where both the girls' and boys' team won Bronze. Pupils finished 3rd in the Glasgow Super 7s Championships at the Emirates.



★ **Football Trophy** – Our P6-7 girls team won the Hyndland Primary Girls Football Championship. This achievement was particularly notable as it was the first year of after-school coaching for girls, supported by community partners, Park Sports, and a grant from our Parent Council.



★ **Poetry Writing Prize** – A promising poet received a special commendation for her writing in the primary school poetry competition 2019. The panel of judges, including Glasgow's Poet Laureate, were hugely impressed with the poem, written from the perspective of a fox on a night out in Glasgow. The P7 youngster was invited to the City Chambers to meet the Lord Provost and read her poem to the invited audience.



★ **Scots Poetry Recital Winners** – All children participated in the school's annual Scots poetry recital competition, as part of their Scottish Studies curriculum. Two girls in P3 and P4 won the infant and upper school trophies for their tremendous recitals in Scots dialect.



★ **Burns' Festival Winner** - A talented P5 pupil achieved 2nd place for his performance of a Robert Burns song at the annual Trade House competition for children from Glasgow schools. The award paved the way for the youngster to again showcase his singing skills at the RBWF-2019 National Finals for Primary Schools, where he achieved 4th place for his age group.

★ **Fundraising** – Pupils demonstrated the school's values and developed leadership and teamwork skills by raising funds for local and national charities. P7s raised £1,329.09 for the Prince and Princess of Wales Hospice by organising a raffle and completing the Go Yellow 5K Walk. £659 was raised for Red Nose Day and £420 for Children in Need. The House Captains led the school's Scottish Poppy Appeal. A successful Macmillan Coffee event raised £1,650 for cancer care.

★ **National and International Honours** - We are proud to have youngsters who participate in rugby, football and karate at an international level. We also have a young musician who plays the violin at advanced level for the National Youth Orchestra for Scotland and Scottish Chamber Orchestra. Our new website will showcase the wide range of individual and team successes within and outwith school.

What we plan to improve next session

- Align planning and assessment with the National Benchmarks and new curriculum frameworks.
- Staff training and development in Glasgow Counts methodologies to enhance numeracy learning.
- Create a new central library to promote and support reading for enjoyment.
- Review and update the school's approach to teaching and learning spelling.
- Expand Mandarin modern language learning to P5 and P6 pupils.
- Deliver Glasgow's digital learning strategy and develop a new school website
- Expand opportunities for children to develop knowledge and skills for enterprise and employment
- Explore ways to expand instrumental tuition at school.

Please contact the headteacher if you require further information or wish to comment on this report.

E-mail: headteacher@broomhill-pri.glasgow.sch.uk **Telephone:** 0141 334 5171

School address: 57 Edgehill Road, Broomhill, Glasgow, G11 7HZ **Twitter:** @BroomhillPSG