



**Broomhill Primary School**

# **School Recovery & Improvement Plan**

**2020 - 2021**



**Learning and Growing Together** 😊😊😊

<b>Establishment</b>	Broomhill Primary School
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<b>Session</b>	2020 - 2021
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<b>Local Improvement Group</b>	NW LIG 1
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<b>Cluster</b>	17
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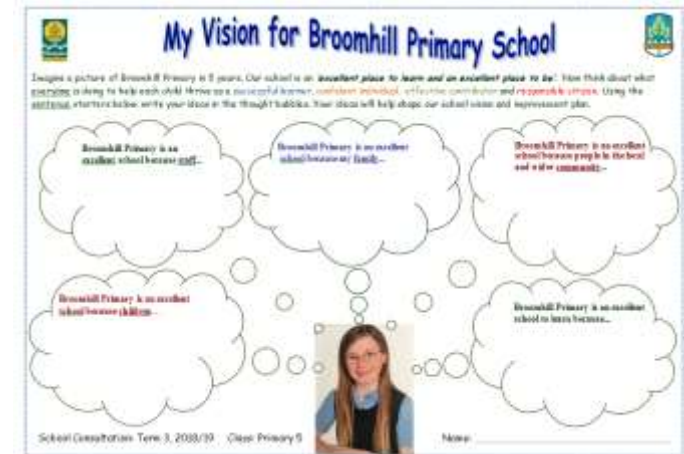
## Section 1: How our vision, values and aims were developed and how stakeholders were consulted

During March-June 2019, under the leadership of the new headteacher, the school engaged in a comprehensive review and update of our shared vision, core values and improvement aims.

There was a high level of participation from all stakeholders involved through:

- ✚ Pupil Council meetings and school assemblies to inform and engage all children in the review process
- ✚ Two parent workshops to discuss and inform the consultation process
- ✚ Questionnaires and evaluation sheets (see examples on rhs) distributed to pupils, parents, staff and wider members of our school community
- ✚ Staff meetings to discuss viewpoints and collate and evaluate responses from across the school community.

The school secured a high level of helpful feedback from the school community due to the design of the consultation.



**408 families** Vision & Values Questionnaires

**450 children** Vision and Aims Feedback

**21 parents** Vision, Values & Aims Workshops

**46 staff** Vision, Values & Aims Consultation

**12 partners** Vision, Values & Aims Questionnaires



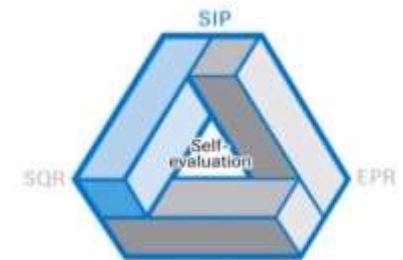
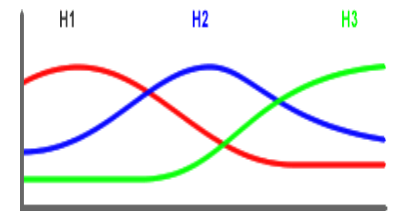
Responses were used to inform our school's shared vision statement, establish our shared core values and provide strategic direction for our aims and school improvement plan.

## Section 2: How we carried out our self-evaluation and involved our stakeholders

Broomhill Primary School (BPS) is highly committed to robust quality assurance processes, including a rigorous, continuous cycle of self-evaluation amongst all stakeholders.

Our self-evaluation processes demonstrate inward, outward and forward perspectives.

- **Looking inward:** to evaluate performance and use the information gathered to determine what needs to be done to improve. In BPS this entails looking closely at and analysing information gathered from: VVA consultations; feedback from monitoring of learning and teaching; HGIOS 4 quality indicator evaluations and; accredited quality marks. The triangulation of this evidence provides a set of goals and actions which we prioritise for improvement and transformation.
- **Looking outward:** to be informed by National Improvement Framework, Education Services priorities, learn from research, others and best practice, and use this to facilitate innovation and inform improvement actions. In BPS this, for example, involves: benchmarking using city and national data; learning from research, networking through Cluster Performance Reviews, IOC and SIPE practitioner groups; engaging in Regional Collaborative VSE visits and enquiry support groups; and taking account of Education Scotland advice and support.
- **Looking forward:** to explore what the future might bring and use this information to anticipate what change is required to ensure the education system is responsive to the future needs of all learners. In BPS we use the IFF '3 Horizons' framework to help identify future trends and assist in identifying which practices to transform, which to grow and which to reduce.
- **Strategic themes are identified and areas for action prioritised** after self-reflecting on our inward, outward and forward perspectives.
- **Strategic action planning** is undertaken by staff and pupils using local authority planning tools, adapted to suit the school context.
- **Improvement/change initiatives are then implemented** throughout the following session/s, involving our school community and partners.
- **Progress is evaluated** at key points and next steps identified.
- **Communication with stakeholders** about our SIP priorities and progress is made through our Family Friendly SIP, Improvement plan display in school, updates in our monthly newsletters, Parent Council updates, assemblies, website, social media, our Educational Perspective Report updates and annual Standards and Quality Report.



### Priority 1: School Reopening and Recovery Curriculum

Full account has been taken of guidance and timescales set out by the Scottish Government. We have worked closely with:

- Pupil focus groups, staff and our Parent Council when agreeing the best approaches for our particular circumstances
- Education Services to determine what support we require and agree on any specific provision required during this period

**Section 3: Priorities for Improvement - within the necessary constraints of the recovery period/COVID-19 response**

No.	Strategic priorities	Rationale for choosing priorities	Alignment to:				
			QI/s	Wellbeing Indicators	NIF Priorities & Drivers	Service Priorities	UNCRC Drivers
1	<b>School Reopening and Recovery Curriculum</b>	<ul style="list-style-type: none"> <li>National, local authority and school priority</li> <li>Views of staff, pupils &amp; parents</li> <li>Lessons from international and national response to primary education in the context of COVID-19</li> </ul>	1.2 1.3 1.5 2.2 2.3 2.4 3.2	<ul style="list-style-type: none"> <li>Safe</li> <li>Healthy</li> <li>Active</li> <li>Nurtured</li> <li>Achieving</li> <li>Respected</li> <li>Responsible</li> <li>Included</li> </ul>	<p>Key Priorities:</p> <ul style="list-style-type: none"> <li>Improvement in attainment in literacy and numeracy</li> <li>Closing the attainment gap between the most and least disadvantaged children</li> <li>Improvement in children's health and wellbeing</li> </ul> <p>Drivers:</p> <ul style="list-style-type: none"> <li>School leadership</li> <li>Teacher professionalism</li> <li>Parental engagement</li> <li>Assessment of children's progress</li> <li>School improvement</li> </ul>	<ul style="list-style-type: none"> <li>Raising attainment and achievement through GIC 2015-20</li> <li>Continue to improve how we meet the learning and care needs of children, before they go to school and as they move through school, including how we support their families and carers.</li> </ul>	<p>Article 12 (respect for the views of the child)</p> <p>Article 17 (right to reliable information that children can understand)</p> <p>Article 28 (right to education)</p> <p>Article 29 (goals of education)</p> <p>Articles 43-54 (adults and government work together to ensure children enjoy all their rights)</p>
2	<b>Learning and Teaching Online</b>	<ul style="list-style-type: none"> <li>National, local authority and school priority</li> <li>NIF</li> <li>Self-evaluation findings - views of staff, partners and children</li> <li>Review of previous plan</li> <li>Lessons from research about learning and teaching online</li> </ul>	1.2 2.3 2.5 3.3	<ul style="list-style-type: none"> <li>Achieving</li> <li>Respected</li> <li>Responsible</li> <li>Included</li> <li>Safe</li> </ul>	<p>Key Priorities:</p> <ul style="list-style-type: none"> <li>Improvement in attainment, particularly in literacy &amp; numeracy</li> <li>Closing the attainment gap between the most and least disadvantaged children</li> </ul> <p>Drivers:</p> <ul style="list-style-type: none"> <li>School leadership</li> <li>Teacher professionalism</li> <li>Parental engagement</li> </ul>	<ul style="list-style-type: none"> <li>As we move Towards the Nurturing City, continue to improve how we meet the needs of all children and young people, particularly those with ASN</li> </ul>	<p>Article 28 (right to education)</p> <p>Article 29 (goals of education)</p> <p>Articles 43-54 (adults and government work together to ensure children enjoy all their rights)</p>
3.	<b>Equality, Diversity &amp; Inclusion:</b>	<ul style="list-style-type: none"> <li>National, LA and school priority</li> <li>Self-evaluation findings - views of staff, partners and children</li> <li>Research inc LGBTYS &amp; CERG</li> </ul>	1.1 1.2 1.3 2.7 3.1 3.2	<ul style="list-style-type: none"> <li>Safe</li> <li>Healthy</li> <li>Active</li> <li>Nurtured</li> <li>Achieving</li> <li>Respected</li> <li>Responsible</li> <li>Included</li> </ul>	<p>Key Priorities:</p> <ul style="list-style-type: none"> <li>Improvement in children's health and wellbeing</li> </ul> <p>Drivers:</p> <ul style="list-style-type: none"> <li>School leadership</li> <li>Teacher professionalism</li> <li>Parental engagement</li> <li>School improvement</li> </ul>	<ul style="list-style-type: none"> <li>Make best use of our finance and resources to help ensure the best outcomes possible for our children.</li> </ul>	<p>Articles 43-54 (adults and government work together to ensure children enjoy all their rights)</p>

## Section 4: Action Planning



### School Priority 1: Develop, implement and sustain a successful school return and recovery

Actions to achieve priority	Timescale & checkpoints	Those involved - inc lead and partners	Inputs Resources required	Intended Outcomes and Impact/s. Evidence (data, observations, views)
<p><b>Health, hygiene and contact</b> Implement guidance to promote and protect good health, hygiene and contact for reopening e.g.</p> <ul style="list-style-type: none"> <li>▪ physical distancing</li> <li>▪ enhanced hygiene and cleaning protocols</li> <li>▪ PPE requirements</li> <li>▪ risk assessments</li> <li>▪ procedures for suspected/actual case of Covid</li> <li>▪ arrangements for those with health concerns</li> </ul> <p>Consult with staff, pupils and parents about their views on recovery planning</p> <p><b>Recovery model for reopening</b></p> <ul style="list-style-type: none"> <li>▪ develop timetables and classification</li> <li>▪ review staff remits to support school recovery</li> <li>▪ timetable outdoor and gym areas</li> <li>▪ liaise with HUB child-care providers (BOSCA)</li> </ul> <p>Create/share a Back to School Guide, outlining:</p> <ul style="list-style-type: none"> <li>▪ staggered arrival and leaving times</li> <li>▪ health, hygiene and contact</li> <li>▪ changes to the provision of snacks/meals</li> <li>▪ playground routines</li> <li>▪ first aid &amp; administration of medicines</li> <li>▪ PE &amp; changing facilities</li> <li>▪ blended model of learning at school and home</li> <li>▪ curriculum focus and rationale</li> <li>▪ classroom setting and use of resources</li> <li>▪ pastoral care &amp; support for pupils with ASN</li> <li>▪ children bringing items to/from home</li> <li>▪ children's transitions</li> <li>▪ arrangements for parent-teacher consultations</li> </ul>	<p>Timescale: Aug - June</p> <p>Checkpoints ongoing</p>	<p><b>Lead: SLT</b></p> <p>Staff, pupils, parents, inc Parent Council</p> <p><b>Partners:</b></p> <ul style="list-style-type: none"> <li>▪ Executive Directorate</li> <li>▪ GIC team: Create PEPASS Active Schools Co-ordinator Counsellor LfA Glasgow Counts Active Play Sustainability</li> <li>▪ CGI</li> <li>▪ Glasgow Psychology Services</li> <li>▪ EIS</li> <li>▪ BOSCA</li> <li>▪ SPARK counsellor</li> </ul>	<p><b>Guidance</b></p> <ul style="list-style-type: none"> <li>▪ Education Directorate guidance for schools reopening, including minimising infection spread</li> <li>▪ <a href="#">Recovery, Resilience and Re-connection 2020 COVID page on Glasgow On-line</a></li> <li>▪ <a href="#">NHS advice</a></li> <li>▪ Education Scotland resources / <a href="#">National Improvement Hub</a></li> <li>▪ EIS and ADHS</li> </ul> <p><b>Finance</b></p> <ul style="list-style-type: none"> <li>▪ School budget</li> <li>▪ PEF</li> <li>▪ School Fund</li> <li>▪ Parent Council Fund</li> <li>▪ Grants</li> </ul> <p><b>Staff CLPL</b></p> <ul style="list-style-type: none"> <li>▪ WTA / hours</li> <li>▪ Professional learning modules, webinars and support materials from GIC, EIS, ADHS and other providers</li> </ul> <p><b>Digital</b></p> <ul style="list-style-type: none"> <li>▪ Digital strategy</li> </ul>	<p><b>Leadership and Management</b></p> <ul style="list-style-type: none"> <li>▪ The leadership team successfully guides the strategic direction of the school to ensure a successful return and re-engagement with in-school learning and teaching.</li> <li>▪ Our pupils, staff, parents and partners are involved in the planning and delivery of recovery measures.</li> </ul> <p><b>Learning Provision</b></p> <ul style="list-style-type: none"> <li>▪ Children, staff and parents feel school is a safe environment to work and learn.</li> <li>▪ Our school develops and delivers a flexible, coherent curriculum within the necessary constraints of the COVID-19 response.</li> <li>▪ Universal and targeted learning and support is facilitated through a blended model of in-school learning, on-line support and provision of learning packs, and is having a positive impact on children's progress.</li> </ul> <p><b>Successes and Achievements</b></p> <ul style="list-style-type: none"> <li>▪ The delivery of education maintains a strong focus on excellence and equity for all children, within the necessary constraints of the COVID-19 response.</li> </ul> <p>This will be evidenced through:</p> <ul style="list-style-type: none"> <li>▪ Operational plans such as risk assessments and timetables</li> </ul>

<p><b>Recovery Curriculum</b> Update our curriculum rationale for online learning</p> <p>Develop our online learning approaches to :</p> <ul style="list-style-type: none"> <li>▪ High quality differentiated learning and teaching</li> <li>▪ assessment, monitoring and tracking</li> <li>▪ quality assurance</li> <li>▪ tackling unnecessary bureaucracy</li> <li>▪ staff meetings, collegiate working and CLPL</li> </ul> <p>Revisit/strengthen recovery approaches related to:</p> <ul style="list-style-type: none"> <li>▪ nurturing principles / relationships</li> <li>▪ mental health of pupils and staff</li> <li>▪ play-based learning</li> <li>▪ increased outdoor learning, inc PE</li> </ul> <p><b>Family Support Measures</b></p> <ul style="list-style-type: none"> <li>▪ How-to guides to support children’s learning</li> <li>▪ Communicate progress and future plans</li> <li>▪ Signpost community support services</li> </ul>			<ul style="list-style-type: none"> <li>▪ iPads</li> <li>▪ Seesaw</li> <li>▪ Glow</li> <li>▪ Microsoft TEAMS</li> <li>▪ Webcasting</li> <li>▪ Youtube films</li> <li>▪ Social Media</li> </ul> <p><b><u>Analysis Tools</u></b></p> <ul style="list-style-type: none"> <li>▪ Focus</li> <li>▪ M&amp;T Tool</li> </ul> <p><b><u>Professional Reading:</u></b></p> <ul style="list-style-type: none"> <li>▪ Nurturing principles</li> <li>▪ CAMHS guidance <a href="http://camhs-resources.co.uk/downloads">http://camhs-resources.co.uk/downloads</a></li> <li>▪ <a href="https://scotlandscriculum.scot/">https://scotlandscriculum.scot/</a></li> </ul>	<ul style="list-style-type: none"> <li>▪ Recovery consultation feedback from school community</li> <li>▪ Revised curriculum rationale statement</li> <li>▪ Curriculum planning and evaluations</li> <li>▪ Wellbeing feedback from staff, parents and children</li> <li>▪ Attendance data – pupils at school and pupils participating in online learning</li> <li>▪ Monitoring and tracking data and analysis</li> <li>▪ Class/group learning visit evaluations</li> <li>▪ Learning conversation feedback</li> <li>▪ Staff CLPL evaluations</li> <li>▪ Quality assurance reports</li> <li>▪ ACEL data and analysis</li> <li>▪ SIP progress notes and evaluations</li> <li>▪ EPR ongoing evaluations</li> <li>▪ Annual S&amp;Q report</li> </ul>
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**Notes on progress** (dates and comments from meetings, updates, reports, SQR, EPR)

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**Year-end evaluation** (for EPR and SQR, noting next steps and how progress will be maintained and sustained.)

- .
- .





Actions to achieve objective	Timescale & checkpoints	Those involved - including partners	Resources and staff development	Intended Outcomes and Impact/s. Evidence (data, observations, views)
<p><b>Leadership &amp; Training</b></p> <ul style="list-style-type: none"> <li>Identify an Equalities Group who will Champion LGBT work</li> <li>Staff LGBT Awareness training (online pilot) &amp; evaluations. Share learning.</li> <li>Undertake consultations/self-evaluation:                             <ul style="list-style-type: none"> <li>Baseline Survey to gauge support and info needed for LGBT Charter Mark process</li> <li>School consultation to assess the needs of LGBT young people &amp; adults</li> <li>Equalities Self-evaluation Tool</li> </ul> </li> <li>Update action plan based on consultations and staff LGBT training evaluations</li> </ul> <p><b>Policy Updates</b></p> <ul style="list-style-type: none"> <li>Ensure school policies meet standards in Equality Act (2010) and our Anti-bullying policy includes LGBT/HBT bullying</li> </ul> <p><b>Practice</b></p> <ul style="list-style-type: none"> <li>Pastoral support for LGBT children</li> <li>Address language (including use of correct pronouns) and negative messages</li> <li>Include LGBT identities across the curriculum</li> <li>Mark LGBT commemorative events</li> <li>Develop referral process and signposting to relevant LGBT organisations</li> </ul> <p><b>Visibility</b></p> <ul style="list-style-type: none"> <li>Make community aware of our LGBT journey</li> <li>Ensure our communication is LGBT inclusive</li> <li>Expand LGBT inclusive books in our libraries</li> <li>Include links to LGBTYS on our website</li> <li>Display LGBT posters &amp; Charter of Rights</li> </ul> <p><b>Parents/Carers</b></p> <ul style="list-style-type: none"> <li>RSHPE training inc, LGBT awareness briefing</li> </ul>	<p>Oct 2020 Meet monthly Nov/Dec 20</p> <p>Checkpoints Sept 20 Dec 20 Mar 21</p> <p>Sept 20- Mar 21</p> <p>Oct 20</p> <p>Nov 20</p> <p>Jan 21</p>	<p><b>Lead: HT</b> Wendy Cameron</p> <p>Champion group: Staff, pupils and parents,</p> <p><b>Partners</b> LGBT Youth Scotland</p> <p>Beth Goodyear - Project Manager</p> <p>Caitlin Wood - Education Capacity Building Officer</p>	<p><u>Training</u></p> <ul style="list-style-type: none"> <li>LGBT Awareness Training - online by LGBTYS</li> </ul> <p><u>LGBT Youth Scotland</u></p> <ul style="list-style-type: none"> <li>LGBT School Charter guidance</li> <li>Evidence Portfolio</li> </ul> <p><u>Digital Resources inc:</u></p> <ul style="list-style-type: none"> <li>Stonewall Scotland resources</li> </ul> <p><u>School resources</u></p> <ul style="list-style-type: none"> <li>Website - allocated LGBT page</li> <li>LGBT library Books</li> <li>Surveys</li> <li>Safe Spaces</li> </ul> <p><u>Digital Resources inc:</u></p> <ul style="list-style-type: none"> <li>Stonewall Scotland resources</li> </ul>	<p><b>Leadership and Management</b></p> <ul style="list-style-type: none"> <li>All staff have enhanced knowledge, skills and confidence to support the inclusion of LGBT people, and deliver and inclusive curriculum</li> <li>Children are actively involved / take a lead on our Charter journey</li> </ul> <p><b>Learning Provision</b></p> <ul style="list-style-type: none"> <li>Through an inclusive and broad curriculum, we provide information to pupils on issues that impact upon LGBT people</li> <li>Staff's spoken and written communication models inclusive language</li> </ul> <p><b>Successes and Achievements</b></p> <ul style="list-style-type: none"> <li>Increased knowledge and understanding of LGBT people amongst pupils</li> <li>LGBT children and adults are protected from discriminatory behaviour by the school's anti-bullying policy and practice</li> </ul> <p>This will be evidenced through:</p> <ul style="list-style-type: none"> <li>LGBT Charter evaluations</li> <li>Staff training evaluations/analysis</li> <li>Survey Data</li> <li>LGBT inclusive policies – anti-bullying</li> <li>Curriculum planning and evaluations</li> <li>Learner conversation feedback</li> <li>Communication to parents: EPR, SIP and S&amp;Q evaluations</li> <li>Website signposts LGBT services</li> <li>Safe spaces allocated</li> </ul>
<p><b>Notes on progress</b> (dates and comments from meetings, updates, reports, SQR, EPR)  <b>Year-end evaluation</b> (for EPR and SQR, noting next steps and how progress will be maintained and sustained.)</p>				






## Section 4

### Sharing our Improvement Priorities

Our improvement priorities are communicated to the school community and partners via our:

- Standards and Quality report
- Family friendly school improvement plan
- School Handbook
- School displays
- School Website
- Education Perspective report

### Evaluating Progress

 Overtaken       In progress       Not started yet

- Progress will be monitored and tracked at interim checkpoints against expected outputs, outcomes and impacts. Notes on progress (from meetings, updates, reports, SQR, EPR) will be maintained and used to inform next steps.

### Sharing Improvement Outcomes

- The Education Perspective report will provide a strategic evaluation of progress.
- The SQR will provide a summary of progress in this area for parents.
- Staff meetings/collegiate time will be used to consider progress/updates
- Minutes of the working group and updates will be shared with staff at whole school meetings/in-service days, etc.

### Abbreviations, acronyms and terms used in this improvement plan:

- ACEL – Achievement of Curriculum for Excellence levels, within the National Curriculum
- CGI – Agency which provides ICT training and consultancy to Glasgow schools.
- CLPL – Career Long Professional Learning
- GIC – Glasgow Improvement Challenge
- LfA – Literacy for All. (This is the name of the Glasgow Education Service literacy training initiative)
- NIF – National Improvement Framework
- PEF – Pupil Equity Funding
- WTA – Working Time Agreement

### Hyperlinks

- [Action Plan Summary for Stakeholders](#) (Family Friendly School Improvement Plan)
- [Staff CPD Plan](#) (will be updated on an ongoing basis)

Updated 04/04/21