



# Broomhill Primary School

## Standards and Quality Report 2020-21



### Introduction

The last two school sessions have been unlike any other due to the disruption caused by Covid-19. Bedrooms were classrooms, parents and carers were teachers, teachers were digital innovators and uniforms were jeans. Two periods of school closure from March 2020 and into 2021 resulted in a shift away from the customary emphasis on planning for 'school improvement' to planning for 'school recovery, resilience and reconnection'.

This Standards and Quality report is provided to outline our progress in achieving the targets set out in the school's plan for recovery, resilience and reconnection 2020-21. Evidence for this report was gathered through our self-evaluation processes, including the views of our school community, analysis of school performance data, and observations of in-school and remote learning and teaching. The next steps outlined at the end of the report will be incorporated into our planning for 2021-22.

### Our progress and achievements with our recovery plan

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

Health, Hygiene and Contact - Following the initial Covid-19 lockdown in March 2020, the school successfully reopened in August 2020 with enhanced health and safety measures that followed local and national guidance. All risk assessments were continually updated and shared in family friendly formats via newsletters, the school website and our Twitter account, which provided reassurance and guidance about returning to school. The Parent Council played a valuable role in our response to Covid-19. They are a representative parent/carer voice and a focus group for the leadership team to let us know what is and isn't working well. Clinically vulnerable children and staff benefitted from personal risk assessments. The children were confident following distancing and hygiene routines, supported by the staff team and the use of visuals. A rigorous approach to environmental cleaning helped prevent the spread of the virus. Arrangements for symptomatic children or staff were followed stringently, which helped contain any suspected cases. Feedback from a Health and Safety inspection in September 2020 was very positive about the school's measures. Disruption to learning was minimised as no groups or classes had to be sent home due to Covid, outwith the national periods of lockdown.

Recovery Model for Opening - Adaptations to the school day supported our risk assessment and children's health and wellbeing:

- Staggered drop off and pick at the school gate, along with rotated breaks and lunchtimes supported distancing between parents, staff and children
- A soft start to each day for P1-3 and staggered afternoon playtimes supported the children's social and emotional wellbeing and engagement in their learning.

A pupil focus group supported the recovery planning by sharing their views about what their concerns were when returning to school after lockdown. All children were also sent a Glow survey to complete with their parents/carers or independently to ensure their teachers were aware of any worries or changes in their life during lockdown. This survey was highly useful for supporting staff's understanding of how best to support the children on their return to school. 241 children/parents completed the survey (54% of our school roll). Most children were looking forward to seeing their friends back at school as well as their teachers and support staff. A focus on these relationships was a key priority for all staff on the return to school, with a revisit during virtual assemblies on our school values and equalities.

Recovery Curriculum – Pupil and staff wellbeing was our central focus when preparing for school reopening. Balancing efforts to address lost learning with children’s social and emotional needs was a priority. On the initial return to school all teachers successfully provided activities for children to reconnect with school, staff and their classmates, and to explore their experience of lockdown. The nurturing principles were central to our approaches to recovery.

We delivered a broad, high-quality curriculum for children in a safe and proportionate manner, as well as the safe delivery of PE and other outdoor learning activities. Staff assessed the children’s literacy and numeracy skills to plan next steps in learning and identify gaps.

New progressive curriculum trackers were introduced across early, first and second level and new resources implemented in phonics, numeracy, grammar and comprehension. These have been well received by pupils and staff and have helped ensure consistency and shared expectations of progress.

Our early years staff understand the pre-eminence of play as a recovery approach and plan confidently in its use. The Acting Principal Teacher successfully led ongoing work to create appropriate learning environments for literacy rich play experiences for P1-2 using the classrooms, breakout spaces and outdoor environment. Reading attainment continued to improve in Primary 1, with 89% now achieving early level at the end of the year.

Access to Targeted Support - Our deputies, principal teachers and support for learning workers provided additional support for children identified through assessment as having learning gaps. An additionality teacher, allocated through Government funding to manage the Covid crisis, greatly enhanced our ability to provide targeted support.

Support was provided for individual children experiencing back-to-school anxiety about crowds or separation from families after months of togetherness. Understanding, flexibility, reassurance and tailored approaches such as meeting a new member of staff in advance, organising a friend to go into school with, avoiding busy lines by going straight into class, and mindfulness sessions greatly helped some children who initially struggled with the return to school. After attending training the headteacher delivered a new Seasons for Growth programme which helped strengthen the emotional wellbeing and resilience of two groups of P4-5 and P6-7 children who had experienced significant loss or change in their lives.

Transition - P1 new entrants and other children moving to Broomhill greatly benefited from viewing a virtual tour of the school on our website and individual or small group visits. The transition to S1 was aided by a remote transition programme, with virtual tours of high school department. P7s also enjoyed live and pre-recorded taster lessons across a variety of subjects, in school time and through the Easter holidays. Enhanced transition meetings supported the move to S1 for youngsters with additional support needs.



In Term 4, the Olympics and UEFA Euros provided relevant, enjoyable context for learning. Sports day and a staff versus pupil handball game provided highlights, having been adapted to comply with Covid guidance. P7s enjoyed a fun-filled activity day, planned by a pupil-led organising committee, while P7 parents organised two weekends of entertainment for the youngsters to mark their leaving for secondary school.

Attainment Information - Our pupils continue to show very good levels of attainment across the school. As part of everyday learning and teaching our teachers use a variety of assessments to track children’s progress against National Benchmarks. After reviewing the range of assessment evidence, 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, and provide data required by the Government.

	Listening and Talking %				Reading %				Writing %				Numeracy %			
	2017	2018	2019	2021	2017	2018	2019	2021	2017	2018	2019	2021	2017	2018	2019	2021
Broomhill	96	91	92	93	90	90	85	87	85	88	85	86	90	91	87	89
Glasgow	82	83	83	80	76	77	76	72	71	72	72	67	77	78	77	73

Attendance and Exclusions – attendance at Broomhill continues to be high with an average of 96.9%, which is above the city average. We have a restorative approach to supporting behaviour and have not excluded a child from school in recent years.

## Priority 2: Digital Learning and Teaching

In recent years Digital Learning and Teaching has been a major area of transformation in Broomhill Primary (and all Education Services schools in Glasgow). Following an upgrade to our digital infrastructure, the council's Connected Learning iPad scheme provided every pupil with access to an iPad in school and a range of apps to enable improvements in attainment, advance digital skills and support learning from home. Two months before the first school closure in March 2020, our school was among the first to receive our allocation of iPads. Undoubtedly, the provision of iPads and digital tools greatly supported our pupils to keep learning through the disruptions caused by Covid.



Remote Learning - During the second period of school closure, from January 2021, the school swiftly and successfully used our previous experience from the first school closure to ensure pupils could continue learning from home and our hub. As a result of teachers planning together, children's online learning experiences were cohesive and progressive, with appropriate opportunities for new learning.



Our teachers developed differentiated learning activities which met the wide range of needs in their classes. Their daily announcements, check-ins and weekly Teams sessions for P4-7s greatly helped children keep connected with school and peers. Online teaching videos and verbal feedback were positively commented on by parents, who noted that this helped with engagement.

Teachers who had responsibility for Support for Learning groups provided targeted support to children through Seesaw, delivering videos and activities to continue their planned learning. Digital inclusion iPads were given out to pupils in P1-6 who required devices, and technology support was provided for families.

Support for learning workers provided invaluable wellbeing and digital assistance for children who attended our large hub for key worker children and other children who particularly benefited from being in school.

Weekly information from teachers about pupils' engagement with home learning was shared with the senior leadership team, who then checked in on families who were not engaging to ensure support was offered. In some instances, pupils were given time in the hub to support their emotional/learning needs.

Across the school pupil engagement in remote learning was high throughout the lockdown.



The senior leadership quality assured the provision of online lessons to ensure high standards and provide any support needed. Close tracking was undertaken of children's engagement in online learning. Accurate judgements of progress were somewhat difficult to make due to the differing levels of support available at home for the children. The children were assessed when they returned to school during the phased reopening in February/March 2021, through formative observations, daily written work and summative assessments.

Parents and carers gave their children tremendous support with home learning, whenever possible. Some shared with us that they found it a significant challenge to juggle work and/or caring commitments, as well as supporting their child/ren with home learning. We built in flexibility about when school work had to be submitted to accommodate parents who supported their child/ren's learning in the evenings or at weekends.

### Staff Training and Development

Digital Learning and Teaching has been an ongoing focus for training and development, with the Covid situation calling upon all staff to quickly increase and improve skills and confidence in accessing and using digital tools.

Our depute played an effective role as the school's Digital Leader of Learning, promoting and sharing best practice across the school. Valuable training was also delivered by one of the teachers who worked to become a Seesaw Ambassador. Teachers developed their skills in using templates, links, screen recordings (both in and outwith Seesaw), voiceover for Keynotes and use of One Drive. The majority of training was delivered remotely and teachers were able to access this when and as many times as required. Some teachers developed their awareness of accessibility tools which was shared with pupils and colleagues. Support for Learning workers and teachers leading Support for Learning groups participated in training in Clicker Writer and pupils in P5 and P6 have since continued using this app to record their written work.



### Priority 3: Creating an LGBT Inclusive School

Our school is strongly committed to equality and social justice, as reflected in our values, culture and improvement aims. Despite the disruption and challenges caused by Covid-19, our action plan to improve LGBT inclusion has been successfully overtaken and next steps identified. We consulted on and developed policies that meet the duties placed on schools to be inclusive and protect children's rights, including new guidance for Anti-bullying, School Uniform and Relationships, Sexual Health and Parenthood (RSHP) education. We have shown committed to pursuing the equality agenda through professional learning, development of an LGBT inclusive curriculum, creation of resources and through whole-school events and visibility via our website, wall displays and social media.

Staff Training and Development - All staff attended high quality LGBT Awareness Training, with evaluations from teaching and support staff highlighting their enhanced knowledge, skills and confidence to deliver/support an LGBT inclusive ethos and curriculum, and provide LGBT-related pastoral support for individual young people where required.

Equalities Champions - The Equalities Group were proactive and effective championing LGBT inclusion. The children provided great ideas, understanding and knowledge, and acted as a representative voice for their peers. The staff champions listened, supported and effectively facilitated the children's LGBT Charter work. They looked into relevant policy, strategy and ethical issues that arose. The Equalities Group demonstrated strong leadership in championing LGBT awareness and inclusion, and facilitated whole-school change and improvement.



LGBT Inclusive Curriculum - As a result of working towards Charter accreditation, our curriculum is now more LGBT inclusive, with age appropriate learning and teaching about LGBT from P1 to P7. Resources include a greater variety of teaching materials and address a range of thematic areas including learning about different families from P1, LGB(T) terminology and identities from P3 and LGBT history from P5. Learning about LGBT is mapped out through our RSHP programme, LGBT history month activities and incorporated into subject specific teaching across the curriculum. Children now access a wide range of fiction and non-fiction books that reflect the lives of LGBT people and tackle gender stereotypes. Feedback from blether stations and evidence of pupils' written, film and artwork evidence that children across the school have increased knowledge and understanding of, and respect for, LGBT people.

#### Anti-bullying Policy

Following a whole-school consultation, a new anti-bullying policy was developed, which includes a strong commitment to preventing and tackling homo/bi/trans phobic bullying and anti-LGBT prejudice. The Seemis Bullying & Equalities module is used consistently to record and monitor all reported incidents of in-school bullying. Implementation of the new policy will be monitored to ensure it contributes to building a positive and safe culture.

#### Anti-bullying Film Festival

Children in the Equalities Group took a lead role in organising an engaging and impactful anti-bullying film festival. Most films, created for homework by P6 and P7s, focused on LGBT identity related bullying. Creative and compassionate messages were shared across the school about LGBT inclusion, anti-bullying and being an ally. Many children reported feeling very moved and emboldened to take positive action after watching the powerful films.



#### LGBT Gold Charter Accreditation

We are very proud to have achieved LGBT Golder Charter accreditation when our evidence portfolio was reviewed by LGBT Youth Scotland in June 2021.



*All pupils watched shortlisted P6-P7 anti-bullying films in class or at the film festival event in our hall.*

## Awards and Achievements

The following local and national awards have been achieved since the school's last S&Q report.



**LGBT Gold Charter Award** – Our school is proud to be the first primary in Scotland to achieve LGBT Golder Charter accreditation (June 2021).

**Anti-bullying Film Festival Winner** – A talented P7 pupil won the Best Film award in the school's anti-bullying film festival in May 2021. The pupil used her skills in animation to create a powerful film about homophobic bullying. Winners for the best soundtrack, cinematography and acting performance also received special awards. Such was the quality of the 20 shortlisted films, many will be entered for city and national awards.



**F1 in Schools STEM Challenge** – Four enterprising P6 boys won the judges' choices in the 2021 Formulae 1 in Schools competition in May 2021. Their fast (miniature) car design, manufacture and video presentation earned each team member a STEM Leaders Award.



**Robert Burns' Festival Winner** – A gifted singer in P6a achieved first place in her group with a beautiful performance of *Comin' Thro' the Rye* at the Trades House of Glasgow Robert Burns Festival in January 2020. Sadly, the national finals she was due to participate in was cancelled due to Covid.



**Reading for Pleasure Award** – Following a nomination by visiting author Richard Dijkstra, The Society of Authors presented the school with an award in August 2020, signed by Sir Philip Pullman, to honour the new central library and 'our inspiring efforts to promote reading for pleasure'.



**Sumdog Maths Contest** – P7b demonstrated excellent maths skills by winning second place in the online Sumdog Challenge in June 2021, competing against other P7 classes in Glasgow.

### Glasgow School's Poster Competition Top 10 Winner

A creative P7 pupil received a prize for her top-10 winning entry in the Glasgow schools' Healthy Campaign poster completion to help promote important messages regarding keeping safe against Coronavirus.



**Schoolympics Event** – A total of 10,038 pupils participated from 71 schools across the city in May 2021. We had outstanding performances from three of our pupils: a P2 girl achieved Gold for the long jump, a P2 boy achieved Gold for the Speed Bounce and a P5 boy achieved Silver for the long jump.



**Civic Trust Award** – Broomhill Primary received a Highly Commended award in January 2020 from the Civic Trust, in recognition of the building's outstanding architecture and design.

**Fundraising** – Despite the Covid challenges of the past 18 months, pupils demonstrated the school's values and developed leadership and teamwork skills by raising valuable funds for many local and national charities.

## What we plan to improve next session

- Out to Play Eco Drama sessions, for all classes, to help restore children's wellbeing.
- Counselling 1:1 and in small groups, for children requiring additional support for wellbeing.
- Strengthen children's voice in learning and decision making.
- Continue developing our digital learning strategy, including online learning journals within Seesaw, delivering family learning sessions and progressing towards achieving Digital Schools Award.
- Review and develop our Anti-racist policy and practice.
- Diversify reading for enjoyment books in our school library to better represent pupils' ethnicities.
- Procure a new whole-school reading programme to meet the range of pupils' needs and interests.
- Strengthen moderation and assessment processes to support learning and teaching.

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

**Respect | Aspiration | Kindness | Teamwork | Integrity**