



Broomhill Primary School

School Recovery & Improvement Plan

2021 - 2022



Learning and Growing Together

Establishment	Broomhill Primary School
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Session	2021 - 2022
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Local Improvement Group	NW LIG 1
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Cluster	17
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Section 1a: Our Vision, Values and Aims

Our Purpose:

Our core purpose is to inspire and support every child to flourish as a successful learner, confident individual, effective contributor and responsible citizen, who is safe, healthy, achieving, nurtured, active, respected, responsible and included.

Our Vision:

Broomhill Primary is a thriving, inclusive school with strong roots in our local community. All children attain and achieve at the highest level possible, and are empowered to be active and responsible citizens who improve the world around them.

Our Values:

Teamwork / Kindness / Respect / Aspiration / Integrity

Our Aims:

Leadership and Management

Build high-quality leadership across the school community, encouraging reflection on our work and welcome challenge. Ensure a highly trained staff. Nurture creativity and innovation.

Teaching and Learning

Build curriculum pathways that support the acquisition of skills for learning, life and work - including digital literacy. Deliver high-quality teaching and learning that meets individual needs and interests. Provide effective pastoral care and support at points of transition.

Health & Wellbeing

Promote good health and wellbeing for every child and adult. Pursue this using whole school and targeted approaches. Ensure robust safeguarding. Encourage a harmonious school/home balance.

Families and Communities

Engage parents and carers in their children's learning and the life of our school. Work collaboratively with other schools, community services, industry and universities.

Attainment and Achievement

Have the highest expectations of all children and staff. Support excellent attainment and achievement for all, irrespective of each child's starting point.

The infographic is a 2x2 grid. The top-left quadrant is grey and titled 'Our Purpose', containing the text: 'Our core purpose is to inspire and support every child to flourish as a successful learner, confident individual, effective contributor and responsible citizen, who is safe, healthy, achieving, nurtured, active, respected, responsible and included.' The top-right quadrant is green and titled 'Our Vision', containing: 'Broomhill Primary is a thriving school with strong roots in our local community. All children attain and achieve at the highest level possible, and are empowered to be active and responsible citizens who improve the world around them.' The bottom-left quadrant is dark blue and titled 'Our Values', listing five values with descriptions: Teamwork, Kindness, Respect, Aspiration, and Integrity. The bottom-right quadrant is light blue and titled 'Our Aims', listing six aims: Leadership and Management, Teaching and Learning, Health & Wellbeing, Families and Communities, and Attainment and Achievement. A small image of the school building is in the bottom right corner of the infographic.

Section 1: Our vision, values and aims

How our vision, values and aims were developed and how stakeholders were consulted

From March-October 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 (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 the school community.

The process secured a high level of helpful feedback from the school community.

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

My Vision for Broomhill Primary School

Imagine a picture of Broomhill Primary in the future. In this picture our school is an *excellent place to learn and an excellent place to be!* Now think about what everyone is doing to help each pupil thrive as a *successful learner, confident individual, effective contributor and responsible citizen?* Using the sentence starters below, write and draw your ideas in the thought bubbles. Your ideas will help shape our vision statement and improvement plan.

Broomhill Primary is an excellent school because **staff**...

Broomhill Primary is an excellent school because my **family**...

Broomhill Primary is an excellent school because people in the local and wider **community**...

Broomhill Primary is an excellent school because **children**...

Broomhill Primary is an excellent place to learn because...

School Consultation: Term 1, 2018/19 Class: Primary 4 Name: _____

Broomhill Primary School
Pupil Consultation - March 2019

Improving our school through shared values

These are my top 6 values that I believe the school and family should encourage children to be...

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

First name and surname: _____

Primary: _____ Class: _____

Thank you for taking the time to complete this form. Please return it to your class teacher by Wednesday 27th March.

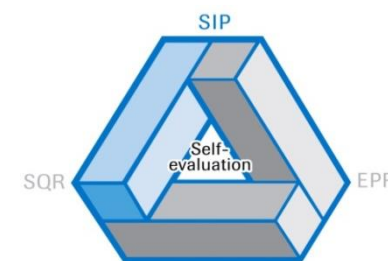
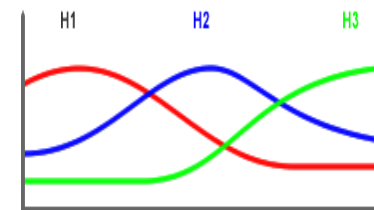
Responses were used to inform our school's shared vision statement, establish our shared core values and provide strategic direction for our school aims and improvement plan. **Click here to view our [vision, values and aims statements](#)**

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 includes looking closely at and analysing information gathered from our: VVA consultations; feedback from monitoring of learning and teaching; HGIOS 4 quality indicator evaluations and; accredited quality mark evaluations (e.g. Eco and LGBT Charter mark). Triangulation of evidence provides a set of goals and actions which we prioritise for improvement and transformation.
- **Looking outward:** to be informed by the National Improvement Framework, Education Services priorities and evidence-informed practice. We use this insight to inform our improvement actions and facilitate innovation. 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 and GCC Education Services advice and support.
- **Looking forward:** to explore what the future might bring and use this information to anticipate what changes are required to ensure our education provision is responsive to the future needs of all our 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 our school context.
- **Improvement/change initiatives are then implemented** across one or more 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, SIP display in school, updates in our newsletters, Parent Council updates, assemblies, website, social media, our Educational Perspective Report updates and the annual Standards and Quality Report.



Section 2: Priorities for Improvement in the current session

No.	Strategic priorities	Rationale for choosing priorities	Alignment to:					
			QI/s	Wellbeing Indicators	NIF Priorities & Drivers	Service Priorities	UNCRC Drivers	Sustainable Development Goals
1	Teaching, Learning and Assessment: - Pupil voice - Outdoor Learning - Assessment & Moderation	<ul style="list-style-type: none"> National, local authority and school priority Views of staff, pupils & parents Lessons from international and national response to primary education in the context of COVID 	1.2 1.3 1.5 2.2 2.3 2.4 3.2	<ul style="list-style-type: none"> Safe Healthy Active Nurtured Achieving Respected Responsible Included 	Key Priorities: <ul style="list-style-type: none"> Improvement in attainment in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children Improvement in children's health and wellbeing Drivers: <ul style="list-style-type: none"> School leadership Teacher professionalism Assessment of children's progress School improvement 	<ul style="list-style-type: none"> Raising attainment and achievement through GIC 2015-22 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. 	Article 2 (none discrimination) Article 12 (respect for the views of the child) Article 17 (right to reliable information that children can understand)	 
2	Digital Learning and Teaching	<ul style="list-style-type: none"> National, local authority and school priority NIF Self-evaluation findings - views of staff, partners and children Review of previous plan Lessons from research about learning and teaching online 	1.1 1.2 2.3 2.4 2.5 3.2 3.3	<ul style="list-style-type: none"> Safe Achieving Respected Responsible Included 	Key Priorities: <ul style="list-style-type: none"> Improvement in attainment, particularly in literacy & numeracy Closing the attainment gap between the most and least disadvantaged children Drivers: <ul style="list-style-type: none"> School leadership Teacher professionalism Parental engagement School improvement 	<ul style="list-style-type: none"> 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 	Article 28 (right to education) Article 29 (goals of education) Article 29 Minority culture, language and religion	 
3.	Cultural Diversity & Anti-racist Education	<ul style="list-style-type: none"> National, LA and school priority Self-evaluation findings Lessons from international and national spotlight on race education. 	1.1 1.2 1.3 2.7 3.1 3.2	<ul style="list-style-type: none"> Safe Nurtured Achieving Respected Included 	Key Priorities: <ul style="list-style-type: none"> Improvement in children's health and wellbeing Drivers: <ul style="list-style-type: none"> School leadership Teacher professionalism Parental engagement School improvement 	<ul style="list-style-type: none"> Make best use of our finance and resources to help ensure the best outcomes possible for our children. 	Articles 43-54 (adults and government work together to ensure children enjoy all their rights)	 

Section 3: Additional Monies Spend Rationale and Summary of Consultation Processes


Additional Monies: Pupil Equity Fund spend - £38,402 Education Recovery Fund - £45, 259

A blend of high quality, targeted interventions and whole school actions have been selected for PEF spending based on the school's self-evaluation (including data analysis), and evidence and advice of what works best. Staff, pupils, our Parent Council and key partners have been fully involved in the decision making through consultations in June 2021 about the additional monies and ongoing SIP evaluations. Additional funding for equity interventions are being sought.


Rationale for spend In summary, our six key budget spends for excellence, equity and recovery are as follows:	Measures/Evidence for impacts (data, observation, views)
<p>1) Outdoor Learning - Eco Drama Residency Anticipated spend: £9, 000</p> <p>Rationale: Most staff identified that outdoor learning should be a priority for session 2021-22. Education Scotland (2010) state that schools should provide regularly planned opportunities in the outdoors and through quality assurance of forward planning and professional dialogue during staff PRDs, it is evidenced that this is an area for school improvement. As a school, we are committed as part of our post-Covid curriculum to provide regular, stimulating and purposeful outdoor learning opportunities. The support from the Eco Drama specialist will also provide high quality professional learning opportunities through CPD, team teaching opportunities and lesson support and feedback. The sessions will also have an impact on pupil storytelling, writing and performing skills through planned creativity opportunities. Key outcomes: Outdoor professional learning, raising attainment in literacy, increasing enjoyment outdoors, improving staff confidence in using our outdoor spaces for high quality learning experiences including learning for sustainability/environmental learning</p>	<ul style="list-style-type: none"> ✓ Staff confidence baselines ✓ CLPL evaluations ✓ Pupil baseline and follow up questionnaires ✓ Attainment data ✓ Attendance data ✓ Lesson observations ✓ Learning conversations
<p>2) Select and purchase a new whole-school reading programme. Anticipated spend: £18, 000</p> <p>Rationale: The budget (DMR) committee, Pupil and Parent Council agreed that this resource is needed and a valid spend in terms of Raising Literacy Attainment. Our work on equalities has evidenced that our existing reading resources is very dated and no longer meets the needs of the school community. Relevant, diverse, engaging text that support decoding skills in the early years. Key outcomes: Professional learning and leadership, promoting high-quality learning, raising attainment in literacy, using evidence and data</p>	<ul style="list-style-type: none"> ✓ CfE attainment gains (when resource implemented 2022) ✓ School community feedback ✓ Learning observations ✓ Learning conversations
<p>3) 1.4 FTE Support for Learning Worker led interventions Anticipated spend: £26, 000</p> <p>Rationale: Our school has a significant proportion of children with additional support needs, including dyslexia, ASD and social and emotional behaviour needs. The impact of Covid is an added factor impacting negatively on our children's wellbeing and attainment. Self-evaluation and research has highlighted the need to provide additional focus and targeted support to improve attainment and wellbeing outcomes for all P1-7 children. Key outcomes: Supporting high-quality targeted learning indoors and out, access to the curriculum and the raising of attainment in literacy, numeracy and HWB</p>	<ul style="list-style-type: none"> ✓ Data analysis: <ul style="list-style-type: none"> - Individual/CfE attainment gains ✓ SfLW CLPL evaluations ✓ Lesson observations ✓ Learning conversation feedback
<p>4) Principal Teacher Differential 0.4FTE Point 1 Anticipated spend: £4, 000</p> <p>Rationale: Enhanced middle leadership capacity is required to lead targeted interventions and staff CLPL, which will have a direct impact on pupil learning. Key outcomes: Targeted approaches to literacy and numeracy, differentiated support, early intervention and prevention, monitoring and tracking, supporting staff development.</p>	<ul style="list-style-type: none"> ✓ Data analysis: <ul style="list-style-type: none"> - Individual gains - CfE attainment gains ✓ CLPL evaluations
<p>5) Digital technologies Anticipated spend: £6, 000</p> <p>Digital resource and staff training and development, are required to help create a high-quality learning environment and support home learning and collaborative learning. Enhanced resources would also support staff meet the needs of children requiring additional support. Resources include: keyboards, microphones, animation and coding equipment, subscriptions (Seesaw, Tigtag, Clicker) and cover for staff training and development. Key outcomes: enhancing teaching and learning through digital, development of employability and skills, enhanced creativity and collaboration</p>	<ul style="list-style-type: none"> ✓ Data analysis: <ul style="list-style-type: none"> - Individual gains - CfE attainment gains ✓ Engagement ✓ Creativity
<p>6) Counselling and mental health support 1:1 or small group Anticipated Spend: £10, 000</p> <p>Rationale: Given the range of our children's needs we require a web of tailored supports to address trauma, anxiety, loss, change and bereavement. We wish to enhance the national provision of therapeutic supports to P6-7 and expand to younger age groups through 1:1 and group, art and play therapy. Key outcomes: high quality targeted mental health interventions, enhanced health and wellbeing and strengthened resilience</p>	<ul style="list-style-type: none"> ✓ Wellbeing evaluations / WAPS ✓ Quality Assurance Monitoring Group feedback ✓ Pupil feedback

Section 4: Action Planning


School Priority 1: Teaching, Learning and Assessment

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>Pupil Voice</p>  <p>Develop pupil voice in learning, decision making and promoting positive relationships.</p> <p>Leadership & Training</p> <ul style="list-style-type: none"> Develop a consistent rights-based approach to developing positive relationships across the school, supported by nurturing approaches. This will include a whole school promoting positive relationships policy linked to a new Activity Time programme. Develop rich opportunities for pupil participation in learning through the introduction of digital learning journals, including learning targets and evidence of learning. <p>Practice</p> <ul style="list-style-type: none"> Introduce child-led planning (play based learning in the early years) Introduce child-led learning targets Introduce and develop digital learning journals, developing our use of Seesaw With staff, develop weekly learning conversations to reflect learning and plan next steps (carried on from 2020-2021 pilot). Consistent approach to class charters Consistent approach to How Good is OUR School 4 (pupil version) for learning conversations <p>Policy</p> <ul style="list-style-type: none"> Develop a pupil voice policy 	<p>Introduce August with first evaluation September 2021 and further staff meetings throughout the year.</p> <p>From August 2021 – termly reviews</p> <p>Digital learning journals from Term 2</p> <p>Working party will review progress termly</p>	<p>Lead: Alexander Thom, DHT</p> <p>Working party of staff across stages</p> <p>Pupil Leadership Team (pupils from across P3-7)</p> <p>Partners: Educational Psychologist, E Hamill</p> <p>Pupils from across stages</p>	<p><u>Guidance</u></p> <ul style="list-style-type: none"> Getting it Right for Every Child (GIRFEC)(2012) HGIOS 4 Paul Dix Roger Hart – Moving on from the Ladder of participation UNCRC Rights of the Child Education Scotland (2018) Learner Participation in Educational Settings 3-18 <p><u>Finance</u></p> <ul style="list-style-type: none"> Resources required to fulfil pupil requests – development work. <p><u>Staff CLPL</u></p> <ul style="list-style-type: none"> Working Parties WTA time allocation / staff meeting time In-service day 	<p>Leadership and Management</p> <ul style="list-style-type: none"> All staff have enhanced knowledge, understanding and confidence to develop pupil voice and participation. All staff implement new initiatives and evaluate their success. <p>Learning Provision</p> <ul style="list-style-type: none"> All children have a say in decisions that affect them All children have learning targets All children are supported and have the skills to participate in restorative conversations Staff lead restorative conversations Children’s voice is evident in planning, learning, wall displays and evaluations. Children & parents/carers are fully involved in decisions about how their needs will be met. <p>Successes and Achievements</p> <ul style="list-style-type: none"> All the children are included, participating, achieving and progressing very/well There is a shared understanding of children’s rights and pupil participation. <p>This will be evidenced through:</p> <ul style="list-style-type: none"> End of year from surveys-staff confidence levels and number of opportunities for children to participate in decision making Staff and pupil surveys Minutes from inset and staff meetings Self-evaluation discussions/work produced PRD records QA - forward planning, tracking, evidence of work, class visits, learner conversations QA Process – forward planning, tracking, evidence of work, classroom visits Staff training engagement and responses


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

 <p>Support children’s recovery, reconnection and engagement with COP26 through drama, storytelling and creativity in outdoor learning</p> <p>Leadership & Training</p> <ul style="list-style-type: none"> • 5 x weekly outdoor creative arts sessions with 16 classes and all teachers in our school. • Twilight CPD session after session 4 – to support teachers to plan their teacher-led session for week 5. • Twilight CPD session in week 5. <p>Practice</p> <ul style="list-style-type: none"> • Develop sessions to combine drama, role-play, storytelling, movement, games, song, problem solving, group work, and other interdisciplinary and active learning techniques. Link themes and context to Learning for Sustainability. • Context for imaginative and recount writing in literacy. • Evaluate to ensure the aims of the project are fulfilled <p>Policy</p> <ul style="list-style-type: none"> • Develop an Out to Play policy statement to support sustainability 	<p>Block 1: Introduce 24 August 2021</p> <p>First evaluation October 2021</p> <p>Block 2+3: Term 3</p> <p>First evaluation May 2021</p>	<p>Lead: Alexander Thom, DHT and all teachers P1-7 will be active participants in weekly sessions.</p> <p>Partners: Eco Drama – Saffron, lead artist</p> <p>Pupils from across all P1-7 stages</p>	<p>Guidance 18 Lets go ...Out to play resource packs http://www.ecodrama.co.uk/resources/</p> <p>Resources Playground/ hill areas Timetable Weather-proof clothing Wonder box</p> <p>Finance £8000 PEF/ Gov fund</p> <p>Staff CLPL 5 x weekly outdoor creative arts sessions per class twilight CPD</p>	<p>Leadership and Management</p> <ul style="list-style-type: none"> • Develop teachers’ knowledge, confidence and skills in delivering arts-based outdoor learning. • Increased level of arts-based outdoor learning taking place in school beyond the life of the project. <p>Learning Provision</p> <ul style="list-style-type: none"> • The role of drama and storytelling has been developed within outdoor learning. • Children’s access to high quality outdoor learning experiences has increased • Pupils have experienced increased time spent learning and playing outdoors. <p>Successes and Achievements</p> <ul style="list-style-type: none"> • Pupils’ academic attainment in relation to Learning for Sustainability has improved • Pupils’ have greater knowledge, understanding, respect and enthusiasm for nature and the environment • Pupils’ soft skills, health and wellbeing, social, moral and cultural development has progressed <p>This will be evidenced through:</p> <ul style="list-style-type: none"> ▪ Pre and post pupil and staff questionnaires ▪ Lesson observations ▪ Lesson planning, resources & policy ▪ Improved ACEL data / analysis ▪ Improved attendance data ▪ PRD evaluations
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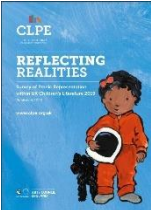
Year-end evaluation (for EPR and SQR, noting next steps and how progress will be maintained and sustained.)

<p>Assessment and Moderation</p>  <p>Leadership & Training</p> <ul style="list-style-type: none"> To support recovery re-engage with approaches to assessment and impact of Covid-19 CLPL - writing baselines and Routes through Writing genre assessments DHT to attend and share QAMSO training Develop a whole-school assessment calendar <p>Practice</p> <ul style="list-style-type: none"> Allocate additional time in WTA to moderation. Introduce weekly stage meetings to support more regular opportunities for teacher planning and moderation of assessment evidence Children are more involved in the assessment and profiling of learning, Ensure differentiated use of Progression Trackers and Benchmarks to support assessment Strengthen processes to support all teachers and pupils use portfolios of evidence to inform next steps, ACEL judgements and reporting Develop an assessment calendar <p>Policy</p> <ul style="list-style-type: none"> Develop an updated Assessment statement 	<p>Introduce during first Business meeting in Aug</p> <p>Checkpoints Oct Jan Mar</p> <p>Work ongoing this session and next</p>	<p>Lead: Wendy Cameron, HT</p> <p>Partners: Sharon McGeever RIC Education Scotland</p>	<p>Guidance Education Directorate</p> <p>Staff CLPL WTA - collegiate & Insets A Thom, DHT, to attend QAMSO training</p> <p>Analysis Tools Focus M&T Tool</p> <p>Reading Assessment within BGE 2020/21 (updated April 2021)</p>	<p>Leadership and Management</p> <ul style="list-style-type: none"> Staff have shared expectations for standards to be achieved and have robust moderation across stages for literacy and numeracy Children have an active voice and role in decision making and setting next steps <p>Learning Provision</p> <ul style="list-style-type: none"> Assessment is integral to planning, learning and teaching. Children understand what is expected of them, their strengths and areas they need to improve <p>Successes and Achievements</p> <ul style="list-style-type: none"> Assessment provides reliable evidence which is used to report on the progress of children <p>This will be evidenced through:</p> <ul style="list-style-type: none"> Quality assessment evidence across school in planning and children's work Feedback from moderation activity Assessment calendar Discussion at stage Pupil Progress meetings Digital Learning Journals Monitoring and tracking data and analysis ACEL data and analysis Assessment policy
<p>Year-end evaluation (for EPR and SQR, noting next steps and how progress will be maintained and sustained.)</p>				

School Priority 2: Digital Learning and Teaching


Actions to achieve objective	Timescale & checkpoints	Those involved - including partners	Resources and staff development	Intended Outcomes and Impact/s. Evidence (data, observations, views)
<p>Digital Learning and Teaching</p>  <p>Leadership & Training</p> <ul style="list-style-type: none"> Training and development to further develop teacher and pupil skills using iPads to enhance teaching and learning. <p>Whole school focus on:</p> <ul style="list-style-type: none"> - using Seesaw skills - exploring new apps and tools - using accessibility features <p>Policy</p> <ul style="list-style-type: none"> Create a Digital Learning and Teaching Strategy <p>Practice</p> <p>Digital Leaders pupil group to:</p> <ul style="list-style-type: none"> Lead school community in <i>App of the Month</i> initiative Set up clubs and lunchtime tech support for staff and pupils Continue our progress towards achieving Digital School Award Develop use of Seesaw app to create and share children's learning portfolios Deliver family learning sessions to help parents access and support their children's digital learning and online safety. 	<p>Aug-May</p> <p>Checkpoints</p> <p>Oct</p> <p>Jan</p> <p>Mar</p>	<p>Lead:</p> <p>Karis Nicholson, DHT (DLOL)</p> <p>Kirstin Bush, Acting PT</p> <p>DLOL pupil group</p> <p>Staff, pupils and Parents</p> <p>Partners</p> <p>CGI</p>	<p><u>CLPL</u></p> <ul style="list-style-type: none"> Professional learning modules, webinars, how-to guides and support materials from GCC Education Services, Apple, Google, Glow, Microsoft and other providers <p><u>Education Scotland Links</u></p> <ul style="list-style-type: none"> Learning & Teaching Online DigitLearn.scot Glow Connect <p><u>Digital Learning Links inc.</u></p> <p><u>Digital Resources inc:</u></p> <ul style="list-style-type: none"> iPads Seesaw Microsoft TEAMS Social Media; school website/Glow Blogs BBC Bitesize 	<p>Leadership and Management</p> <ul style="list-style-type: none"> All teachers have enhanced knowledge, skills and confidence to deliver and sustain online learning (SfLW have the knowledge, skills and confidence to support online learning) All teachers work collegiately to plan, assign and evaluate online learning Pupils, staff and parents are involved in evaluating Seesaw SIP <p>Learning Provision</p> <ul style="list-style-type: none"> All children have the skills to access and engage with online learning tasks Maximum pupil participation in online learning is achieved and maintained Family learning supports children's engagement with online home learning <p>Successes and Achievements</p> <ul style="list-style-type: none"> All children experience equity of access to online learning. Online learning tasks enhances children's learning and creativity skills at the highest level possible. <p>This will be evidenced through:</p> <ul style="list-style-type: none"> Teacher planning and evaluations Data on Seesaw participation levels Feedback from family learning sessions Family evaluations about home learning Attainment data and analysis EPR, SIP and S&Q evaluations
<p>Year-end evaluation (for EPR and SQR, noting next steps and how progress will be maintained and sustained.)</p>				


School Priority 3: Cultural Diversity & Anti-racist Education


Actions to achieve objective	Timescale & checkpoints	Those involved - including partners	Resources and staff development	Intended Outcomes and Impact/s. Evidence (data, observations, views)
<p>Cultural Diversity & Anti-racist Education</p>  <p>Leadership & Training</p> <ul style="list-style-type: none"> All staff engage in CLPL re: <ul style="list-style-type: none"> diversifying our school literature/libraries creating a culturally responsive school addressing anti-racist bullying <p>Practice</p> <ul style="list-style-type: none"> Improve processes and data to better understand the ethnic and cultural backgrounds of our pupils Significantly expand Black, Asian and minority ethnic representation in our school libraries. Amplify voices and representation of pupils and parents with Black and Asian ethnicities Ensure diverse author events inc, WBD 2021 Develop staff repertoire of diverse authors Plan/deliver a cultural calendar Strengthen equalities and bullying reporting and quality assurance <p>Policy</p> <ul style="list-style-type: none"> Update Equalities Policy to meet standards in Equality Act (2010) Update Anti-bullying policy; with a designated section on addressing racist bullying <p>Visibility</p> <ul style="list-style-type: none"> Improve visibility of our inclusive school community –through displays, assemblies, school handbook, social media etc 	<p>Introduce on Inset 2 with first evaluation September 2021.</p> <p>Launch library resources from Term 2</p> <p>Working party will review progress termly</p>	<p>Lead: Equalities Staff Working Party</p> <p>Equalities Champion Group: Staff, pupils and parents</p> <p>Partners EiH Stretch Group</p> <p>Soma Dey, Leader of Learning EAL</p> <p>Samir Sharmer - QIO</p> <p>Colourful Heritage Show Racism the Red Card</p>	<p>Training SAMEE EIS School Library Outreach EAL Team</p> <p>Resources Library audit from last session Colourful Heritage resources GCC Anti-racist lessons Show Racism the Red Card Equalities self-eval audit Curriculum Framework template</p> <p>Reading CLPE Reflecting Realities reports</p> <p>Creating culturally responsive schools - one class at a time - M Wages</p> <p>Culturally responsive school leadership - Mohammad Khalifa</p> <p>Teacher's knowledge of children's literature</p>	<p>Leadership and Management</p> <ul style="list-style-type: none"> All staff develop enhanced racial literacy and the skills and confidence to deliver/support a culturally responsive school and anti-racist education Children are actively involved / take a lead on our equalities journey <p>Learning Provision</p> <ul style="list-style-type: none"> Children access a diverse range of representative literature which act like mirrors and window, aid self-identity and help frame discussions Our curriculum supports children to explore diversity and equality and identify and challenge racism <p>Successes and Achievements</p> <ul style="list-style-type: none"> Accurate monitoring of attainment and targeting of resources helps ensure all children fulfil their potential and have equality of opportunity Pupils are better protected from racist and discriminatory behaviour by the school's anti-bullying policy and practice <p>This will be evidenced through:</p> <ul style="list-style-type: none"> Equalities survey data / analysis Staff training evaluations/analysis Policies & communication Curriculum planning and evaluations Learner conversation feedback EPR, SIP and S&Q evaluations Curriculum rationale Seemis ethnicity and language data Seemis Equalities and Bullying data, analysis and QA

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

Evaluating Progress

 Overtaken

 In progress

 Not started yet

Progress will be monitored and tracked at interim checkpoints against expected outputs, outcomes and impacts.

Section 4

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
- DLOL – Digital Leader of Learning
- EAL – English Additional Language
- GIC – Glasgow Improvement Challenge
- LfA – Literacy for All (Glasgow Education Service literacy training initiative)
- M&T – Monitoring and Tracking
- NIF – National Improvement Framework
- PEF – Pupil Equity Funding
- PT – Principal teacher
- RIC – Regional Improvement Collaborative
- WTA – Working Time Agreement

Updated 22/09/21

Broomhill Primary School

School Improvement Plan 2021-22

Pupil Voice



Develop children's voice in learning and decision making.

Why?

Children have the right to be listened to and involved decisions that affect them. It makes them feel respected and included.

What will we do?

- Training and development sessions to enable teachers to facilitate child-led planning for interdisciplinary learning and play
- Ensure weekly learning conversations with and among children and staff
- Children take an active role in creating rights-based class and playground charters
- Children refresh the Friday activity time programme

Learning for Sustainability



Children learn about and take action to help the climate and improve health.

Why?

Glasgow is hosting the 26th United Nations Climate Conference – known as COP26. What gets decided there will define the world that children inherit. It is important that they learn what climate change is and have the skills to help the environment.

What will we do?

- Out to Play Eco Drama-outdoor learning for all class
- Learning for sustainability projects in all classes, focusing on the UN's Sustainable Development Goals
- Make sustainable choices, supported by our parents and local community partners, including recycling

Digital Learning



Continue to develop digital learning and teaching

Why?

To enable improvements in attainment, advance digital skills and support children to keep learning throughout the ongoing disruptions caused by Covid.

What will we do?

- Training and development to further develop teacher and pupil skills using iPads to enhance teaching and learning.
- Digital Leaders pupil group to:
 - Lead school community in *App of the Month* initiative
 - Set up clubs and lunchtime tech support for staff and pupils
 - Continue our progress towards achieving Digital School Award
 - Develop use of Seesaw app to create and share children's learning portfolios
 - Deliver family learning sessions to help parents access and support their children's digital learning and online safety.

Anti-racist Education



Ensure children access a wide range of representative literature in our central school libraries. Strengthen our anti-racist bullying policy and practice.

Why?

All children would benefit from more diverse books in the school. Currently a very small minority (<5%) of our library books represent ethnic minority characters. Our anti-bullying policy needs to provide clear guidance on challenging racism.

What will we do?

- Expand Black and Asian ethnic representation in our school libraries
- Improve processes and data to better understand the ethnic and cultural backgrounds of our pupils
- Amplify voices and representation of pupils and parents with Black and Asian ethnicities
- Organise diverse author events
- Develop staff repertoire of diverse authors
- Plan and deliver a cultural calendar
- Update the anti-bullying policy, with guidance on preventing and addressing racist bullying
- Strengthen equalities and bullying reporting

Please click [here](#) to read a copy of our full School Improvement Plan

Respect ♦ Kindness ♦ Aspiration ♦ Teamwork ♦ Integrity

