

# Broomhill Primary School Standards & Quality Report Session 2023 – 2024

This summary report is provided for parents/carers and partners to outline our achievements and improvements during session 2023 - 2024 and to share our improvement priorities for 2024 - 2025. Throughout last session we took forward our improvement priorities as detailed in our school improvement plan. Using our approaches to self-evaluation, we have detailed in this report the impact of our work and identified how we plan to continue to improve outcomes for our children and young people.

## School context 2023 - 2024

Broomhill Primary School is situated in the west end of Glasgow. The school role is 435 pupils with 16 classes. By the end of the session we saw an increase in attendance to 95.0%. Although we have an increasingly diverse school population 9.3% of the children have English as an Additional Language which remains lower than the Glasgow average of 26.5%. We have 27 languages spoken in our school. 9% of our pupils are registered for Free School Meals which again is lower than the Glasgow average.

## Our achievements and improvements 2023 – 2024

### Key developments (Leadership of change) Q1 1.3

In session 2023-2024 we made key developments in the following areas:

1. **Health and Wellbeing** – whole school focus on using the Glasgow Motivation and Wellbeing Profile and Anti-Bullying Charter. We also reviewed our Medication, First Aid and Child Protection procedures.
2. **Achievement and Progress** – embedding RWI P1-3 and establishing RWI spelling programme P4-7. To have a consistent approach to reading fluency and comprehension.
3. **Engagement, Participation and Inclusion** – embed the use of Circle Framework to support learners, embed use of ASN planners and improve attendance.

### 1. Health and Wellbeing

All class teachers participated in using the wellbeing data from the biannual **Glasgow Motivation and Wellbeing Profile** (GMWP) and the Scottish Government P5-7 **Health and Wellbeing Census** 2022. This has given us valuable information to better understand and address children's wellbeing concerns. Pupils with lower scores had opportunities to raise any concerns with a trusted adult to help us better understand and support our pupils. Analysis of whole school data enabled us to focus on an area of development in assemblies and class discussions. Autonomy was the lowest scoring strand in September and this whole school focus was evidenced in forward plans and through Learning Conversations. From our whole school September data to our May data there was between 13.7% and 14.6% of an increase across all four wellbeing strands. Pupil voice is helping to improve the way our curriculum and interventions are planned and delivered.

The **Medication and First Aid procedures** were reviewed and the roles, responsibilities and procedures were agreed as a whole staff. This was shared with all the school community. This was evaluated at the end of the session and the focus for next year is to develop a system to email parents to give them more notice of medication which is close to the expiration dates. All staff stated that they were aware of the procedures and agreed with the roles and responsibilities. This is evidenced in our tracking documents, classroom practice and office procedures.

The **Child Protection procedures** were reviewed with moderation of Vulnerable Persons paperwork, ensuring appropriate recording for children with multi- agency involvement and a system in place for signing out folders. Child Protection training was held in August Inset Day and all staff stated that they were aware of their role and the procedures of reporting concerns. External agencies have an induction meeting where the Child Protections procedures and Health and Safety procedures are explained. All visitors are given a Visitor badge which has Child Protection information and the Sign in record identifies that they are aware of their responsibilities.

### 2. Achievement and Progress

The CLOL supported TIGs in P6 over 3 months, through the Three Read Approach to improve reading accuracy whereby the targeted children were taken out in small groups to read for 15-20 minutes over three days. The intended outcome was successfully achieved as Most (89%) TIG learners are now considered On-Track. Through lesson modelling and development of resources for reading the CLOL achieved intended objectives to enhance practitioner knowledge and skills in teaching reading comprehension. A series of PowerPoints have been created to support ongoing staff training. A comprehensive HGIOP details the full impact of the initiative and next steps to sustainability.

Two teachers at P4 and P6, engaged in a 'Focus on Fluency' city pilot to address areas identified in our self-evaluation. As a result of the CLPL the teachers piloted the use of strategies in the classroom such as paired reading, repeated reading, echo reading, choral reading and readers' theatre. Prior to training teachers said they were not explicitly using

these strategies, and many relied on round robin. Prior to input, the average rating for both teachers' confidence in developing fluency was 2. Post input this increased to 3.5/4, indicating a high level of confidence. *'The pilot has helped me learn about different teaching strategies and how to assess and record fluency'.*

Learning conversations were carried out to establish the extent to which the children knew how to improve their reading fluency and their attitudes to reading aloud.

- Prior to input in class, less than half said that they read aloud in class more than 3- 4 times a week. Post input, this changed to almost all.
- When reading aloud, children noted in round robin that they felt nervous, on the spot and read at a slow pace. After using strategies such as choral reading, paired reading, echo reading and readers theatre all comments on reading aloud were positive, including children saying they felt more confident, read at a better pace and used appropriate volume.
- At the start of the project, few children could describe how to improve fluency. At the end, almost all could name at least 3 or more strategies to improve fluency. Pupils discussed pace, volume, recognising punctuation and discuss what reading strategy they preferred.

The mean improvement in WCPM (Words Correct Per Minute) was between 39% for the six previously off track children in P4 and 10.74% for targeted children in P6. The pilot teachers delivered whole school training and colleagues identified areas they aimed to develop in their practice. The impact across the school will be tracked in 2024/25.

In 2023/24, staff selected and implemented a new systematic RWI spelling programme for P3-7. Staff training was provided, including online training modules. Stage partners have conducted peer observations, helping ensure shared expectations about pace and challenge. Early evaluations indicate improvement in children spelling accurately using their phonics knowledge, morphology and etymology, as well as words they have not yet been taught and exception words. The programme builds on RWI approaches, is structured, appropriately paced and engaging for most P1-6s. Some P7s have needed extension work beyond the programme. CPD evaluations show improved staff knowledge, confidence and skills leading to improved approaches to teaching spelling. The programme will continue to be evaluated and adapted to ensure it meets children's needs.

### Progress of Children's learning over time (Combined P1, P4 and P7)

Numeracy					Literacy				
2018-2019	2020 - 2021	2021 - 2022	2022 - 2023	2023 - 2024	2018-2019	2020 - 2021	2021 - 2022	2022 - 2023	2023 - 2024
% Achieving at Expected Level or Above	% Achieving at Expected Level or Above	% Achieving at Expected Level or Above	% Achieving at Expected Level or Above	% Achieving at Expected Level or Above	% Achieving at Expected Level or Above	% Achieving at Expected Level or Above	% Achieving at Expected Level or Above	% Achieving at Expected Level or Above	% Achieving at Expected Level or Above
87.9%	89.1%	87.3%	89.4%	89.3%	82.4%	84.9%	80.4%	84.4%	86.8%

Our **PEF allocation** is used effectively to enhance and extend interventions to close the income-related attainment gap. This includes an additional SflW who helps provide targeted, tailored support for individuals and small groups of children with literacy, numeracy and HWB. Staff training and discussion is undertaken to ensure everyone understands why/how **poverty** influences children's health and wellbeing, and attainment. All teachers and SLT regularly review pupil data and analyse what this reveals in terms of the attainment and achievement gap(s). The Parent Council is involved in annual decision making on our PEF spending.

### 3. Engagement, Participation and Inclusion

All staff participated in training on the **Circle Framework** completing the Circle Inclusive Classroom Scale (CICS) and the Circle Participation Scale (CPS) and almost all staff scored the training event Useful or Very Useful. Staff highlighted adaptations which they identified to help pupils *'Just taking the time to think about the various environments and issues learners face every day is beneficial. I have ideas about how I could adapt the physical environment.'* This was also evidenced in Additional Support Needs meetings where teachers and Senior Leadership discussed possible strategies to support pupils.

**ASN planners** were established to identify targets for children who were not yet on track and these planners were shared with parents, which included useful websites and activities. The planners were to be assessed and shared with parents termly. This was not consistent across the school and discussion with teaching staff highlighted the need for the planners to be part of the forward planning expectations for next year. Next year we will also evaluate the impact of the planners on pupil attainment.

**Attendance** procedures focused on analysing our attendance data and identifying pupils and families who would benefit from support and reminders to ensure pupils attend school and are on time. Our overall attendance increased and the majority of families which were contacted improved attendance for the remainder of the year. This is evidenced within individual attendance records.

Attendance Tracking 2018-2024						
Year	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Broomhill P.S.	96.2%	96.2%	96.9%	94.84%	94.8%	<b>95%</b>
Glasgow (Primary)	93.3%	93.2%	93%	90.45%	90.1%	90.4%
National (Primary)	N/A	94.5%	94.5%	94.9%	N/A	N/A

### Our improvement plan priorities 2024 – 2025

1. Create a more supportive and conducive school environment for pupils to thrive through use of Restorative Approaches
2. To have consistently high standards of differentiation through the implementation of Glasgow's Pedagogy.
3. To have consistently high standards of reading and writing through the effective implementation of fluency approaches and tools for writing
4. To have consistently high standards of attendance and timekeeping through a positive approach to the promotion and management of attendance

### How Good Is Our School 4 Quality Indicator (QI)

### Evaluation

Leadership of Change (QI 1.3)

Good

Learning Teaching and Assessment (QI 2.3)

Good

Ensuring Wellbeing Equality and Inclusion (QI 3.1)

Good

Raising Attainment and Achievement (QI 3.2)

Good

### How to find out more about our school

Contact us directly if you require further information about our school or if you wish to comment on this report.

Our contact e-mail address is: [headteacher@broomhill-pri.glasgow.sch.uk](mailto:headteacher@broomhill-pri.glasgow.sch.uk)

Our telephone number is: 0141 334 5171

Our school address is: 57 Edgehill Road, G11 7HZ

Further information is also available in our newsletters, on our school website, and in our school handbook

<https://blogs.glowscotland.org.uk/gc/broomhillprimaryschoolwebsite/>