

Improvement Planning 2024-25

School	Broomhill Primary School
Learning Community	Hyndland Learning Community
Link Officer	Louise Ballantyne
Head of Service	Jean Miller
School Roll	424 (expected for August 2024)
Attendance Rate	95% (5 June 2024)

Pupils affected by the poverty related attainment gap (employment, income, housing, health, access to services, education, crime), Covid & other forms of poverty not listed
OTHER – Pupils not in SIMD 1 & 2, not in receipt of school meals but affected by factors detailed above.

PEF allocation 24-25:	£35, 525	SIMD Quintile 1 (% and Number):	58 / 13%
Carry Forward:	-£1,782	SIMD Quintile 5 (% and Number):	312 / 70%
Total Allocation 24-25:	£33,743	SIMD Quintiles 2-4 (% and Number):	69 / 16%
FME (number and %)	42/9.5% (5 June 2024)	Total No Pupils:	444 (5 June 2024)









Grand Challenges 2023-26 (*Grand challenges are the long-term strategic changes you intend to achieve i.e. 'to improve attainment in literacy'*)

To improve:

1. Wellbeing and Learning: PPB&R, Safeguarding & CP, Glasgow's Pedagogy – differentiation and assessment
2. Achievement and Progress – progress and attainment for all, including literacy and numeracy
3. Networked Learning Organisation – collaborative practitioner enquiry, quality assurance and partnership working
4. Connected Learning – digital teaching and learning, and digital systems for staff and parents
5. Engagement, Participation and Inclusion – attendance, inclusive classrooms and pupil achievement profiling



Introduction: Priorities for Improvement in the Current Session 2024-25 - Overview and Drivers

No.	Challenges	Rationale for choosing priorities	Alignment to:									
			HGIOS QI/s	GIRFEC Wellbeing Indicators	NIF Priorities & Drivers	GCC EdiS Grand Challenges	United Nations Convention of the Rights of the Child	SDGs				
1	<p style="color: #c00000; margin: 0;">Wellbeing and Learning</p> <ul style="list-style-type: none"> ▪ Through Restorative Practice approaches, create a more supportive and conducive school environment for pupils to thrive. 	<ul style="list-style-type: none"> ▪ Pupil feedback in HWB ▪ Survey and GMWP ▪ Staff feedback in EIS and annual surveys ▪ Views of BPS parents in 23-24 survey ▪ HMI are reporting in more detail in QI 3.1 about behaviour in schools ▪ PPBR is work in progress 	1,2 2.3 3.1	<ul style="list-style-type: none"> ▪ Safe ▪ Healthy ▪ Active ▪ Achieving ▪ Respected ▪ Responsible ▪ Included 	<ul style="list-style-type: none"> ▪ Placing the human rights and needs of every child and young person at the centre of education ▪ Improvement in children and young people's health and wellbeing ▪ Closing the attainment gap between the most and least disadvantaged children and young people ▪ Improvement in skills and sustained, positive school-leaver destinations for all young people ▪ Improvement in attainment, particularly in literacy and numeracy <p>Drivers:</p> <ul style="list-style-type: none"> ▪ School and ELC leadership ▪ Teacher and practitioner professionalism ▪ Parent/carer involvement and engagement ▪ Curriculum and assessment ▪ School and ELC improvement ▪ Performance information 	<ul style="list-style-type: none"> ▪ Wellbeing and Learning ▪ Achievement and Progress ▪ Networked Learning Organisation ▪ Connected Learning ▪ Engagement, Participation and Inclusion 	<p style="text-align: center;">Article 12 (respect for the views of the child)</p> <p style="text-align: center;">Article 17 (right to reliable information that children can understand)</p> <p style="text-align: center;">Article 19 (right to be protected from harm and to be kept safe)</p> <p style="text-align: center;">Article 28 (right to education)</p> <p style="text-align: center;">Article 29 (goals of education)</p>	   				
2	<p style="color: #c00000; margin: 0;">Achievement and Progress.</p> <ul style="list-style-type: none"> ▪ Strengthen approaches to differentiation across school, using Glasgow Pedagogy / framework ▪ Scale up reading pilot to improve P3-7 fluency and comprehension. ▪ Embed new P3-7 RWI spelling approaches 	<ul style="list-style-type: none"> ▪ Glasgow Pedagogy - area identified through self-evaluation ▪ Lessons from research about differentiation, reading and spelling pedagogies ▪ Work in progress-scale up successful reading pilot ▪ School/ LA reading data ▪ Improving Literacy is a SAC and GIC priority 	1.1 1.2 2.3 3.1					<ul style="list-style-type: none"> ▪ Safe ▪ Healthy ▪ Active ▪ Achieving ▪ Respected ▪ Responsible ▪ Included 	<ul style="list-style-type: none"> ▪ Placing the human rights and needs of every child and young person at the centre of education ▪ Improvement in children and young people's health and wellbeing ▪ Closing the attainment gap between the most and least disadvantaged children and young people ▪ Improvement in skills and sustained, positive school-leaver destinations for all young people ▪ Improvement in attainment, particularly in literacy and numeracy <p>Drivers:</p> <ul style="list-style-type: none"> ▪ School and ELC leadership ▪ Teacher and practitioner professionalism ▪ Parent/carer involvement and engagement ▪ Curriculum and assessment ▪ School and ELC improvement ▪ Performance information 	<ul style="list-style-type: none"> ▪ Wellbeing and Learning ▪ Achievement and Progress ▪ Networked Learning Organisation ▪ Connected Learning ▪ Engagement, Participation and Inclusion 	<p style="text-align: center;">Article 12 (respect for the views of the child)</p> <p style="text-align: center;">Article 17 (right to reliable information that children can understand)</p> <p style="text-align: center;">Article 19 (right to be protected from harm and to be kept safe)</p> <p style="text-align: center;">Article 28 (right to education)</p> <p style="text-align: center;">Article 29 (goals of education)</p>	   
3	<p style="color: #c00000; margin: 0;">Engagement, Participation and Inclusion</p> <ul style="list-style-type: none"> ▪ Improve attendance and timekeeping 	<ul style="list-style-type: none"> ▪ Work in progress ▪ Self-evaluation ▪ HMI, LA and school priority ▪ Lessons from research and schools' good practice examples 	2.1 3.1									<ul style="list-style-type: none"> ▪ Safe ▪ Healthy ▪ Active ▪ Achieving ▪ Respected ▪ Responsible ▪ Included

Challenge: Create a more supportive and conducive school environment for pupils to thrive through use of Restorative Approaches



Mission: To support all staff to successfully use Restorative Approaches, contributing to greater consistency and positive impact for children.

Costs

Commitments	Expected Outcomes	Measures of Impact	Lead	Timescale	Core	PEF
<p>Establishing Readiness</p> <ul style="list-style-type: none"> Initial planning between SLT & EP SLT complete Readiness & Needs analysis, and engage with GRAF Staff complete RA questionnaire RA group consider survey results alongside relevant school data Feed RA improvement priorities into SIP and training <p>Implementation</p> <ul style="list-style-type: none"> All staff engage in introductory training supported by EP RA group meet monthly and engage with stakeholders Initial and termly RAIG coaching for RAIG to embed 3 key RA themes using T-GROW model Pupil Peer Mediation training Gather evidence of impact Explicit P1-7 teaching of RA skills according to stage and needs Problem solving and solution finding by those in conflict <p>Sustainability and Innovation (Yrs 1-2-3)</p> <ul style="list-style-type: none"> Align existing PPB strategies to RA Update relationships/PPB policy Ongoing monitoring of impact, reflection, training, QA and sustainability 	<p>All staff:</p> <ul style="list-style-type: none"> Have enhanced understanding, skills and confidence using restorative approaches to support positive and attuned interaction Effectively adapt lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations <p>All children:</p> <ul style="list-style-type: none"> Show CARE and consideration of others Take responsibility for own actions and effect on relationships Are active participants in conflict resolution Peer mediators help peers solve conflicts in the classroom and playground. <p>School</p> <ul style="list-style-type: none"> RA are established consistently across our school RA supports embedding of a rights-based approach across the school 	<p>Triangulated measures/evidence</p> <ul style="list-style-type: none"> Analysis of readiness and needs audit and staff questionnaires Staff training evaluations Coaching records RA Team planning Pupil Leadership Group Equalities and Bullying incident data shows decrease in incidences of disruptive behaviour GMWP Wellbeing data shows improved sense of wellbeing and belonging Rights Respecting School Award – Silver Status 	<p>RA lead - Emma Hamill, Education Psychologist</p> <p>Restorative Approaches Implementation Group (RAIG): HT DHTs CTs & SflW (names tbc)</p>	<p>Aug Inset 1 2024: Questionnaires</p> <p>Aug Inset 2: Training input 1 from EP</p> <p>October 2024: Inset Coaching</p> <p>November 2-24: Review</p> <p>Feb Inset 4: Coaching</p> <p>May 2025: Review pr</p>	<p>-</p>	<p>-</p>

December Check Point: Evaluative Comments

Challenge 1: To have consistently high standards of **differentiation** through the implementation of **Glasgow's Pedagogy**.



Mission: To support all staff to engage in Glasgow's Pedagogy and Support Framework, contributing to improved differentiation and raised attainment in numeracy.

Costs

Commitments	Expected Outcomes	Measures of Impact	Lead	Timescale	Core	PEF
<ul style="list-style-type: none"> ▪ Pedagogy Leads and SLT Day - use Glasgow's Pedagogy Self Evaluation toolkit to identify SIP mission and commitments ▪ Initial training for pedagogy leads. ▪ Pre-training staff survey ▪ All staff engage with 4 Glasgow Pedagogy differentiation CLPL modules that are research informed and include practical strategies in which to embed effective differentiation. ▪ All staff to use Glasgow's Pedagogy Teacher Learning Community (TLC) model to support effective use of differentiation approaches. ▪ Pupil target setting/getting ▪ Practitioner enquiry ▪ Collaborative Improvement Visit/s ▪ Peer Observation of Learning Leading to Improvement (POLLI) ▪ Good Lesson model with differentiation activities ▪ Post-training staff survey 	<p>Children</p> <ul style="list-style-type: none"> ▪ Receive improved differentiated support and opportunities to maximise their progress in numeracy. ▪ Can better articulate their individual strengths and how they are working toward their targets. ▪ Raised whole school numeracy attainment by +2.7% (from 89.3% - 92%) <p>Teachers</p> <ul style="list-style-type: none"> ▪ Enhanced knowledge and skills in differentiation pedagogy ▪ Improved approaches to planning numeracy learning- having a sound knowledge of children's strengths/gaps, taking account of prior learning and making good use of numeracy assessment data and information. ▪ Provide a greater variety of differentiated approaches that maximises children's learning of numeracy concepts. ▪ Adapt teaching more effectively to meet children's learning needs - being flexible and responsive. ▪ Improved design of assessments that enable children to demonstrate their understanding in different ways/contexts <p>SfLW</p> <ul style="list-style-type: none"> ▪ Enhanced knowledge and skills in differentiation pedagogy ▪ Effectively support differentiated teaching and learning <p>SLT</p> <ul style="list-style-type: none"> ▪ Enhanced knowledge and skills in differentiation pedagogy ▪ Facilitate higher quality dialogue about differentiation at PPMs, class visit reviews, PRDs <p>School</p> <ul style="list-style-type: none"> ▪ Achieve sustainable improvement through TLC model 	<ul style="list-style-type: none"> ▪ Glasgow's Pedagogy Self Evaluation Framework Toolkit for Differentiation ▪ Analysis of pre and post training surveys ▪ Feedback from Practitioner Enquiry ▪ Staff evaluations of differentiation modules ▪ Forward planning ▪ ASN planners ▪ Pupil Progress Meeting dialogue/records ▪ Children's target setting ▪ Learning conversations ▪ Enhanced numeracy progress and ACEL /attainment data ▪ Collaborative Improvement and Polli peer feedback 	<p>Glasgow Pedagogy Leads:</p> <p>KN, DHT C C- Mac, P7 teacher</p>	<p>Pedagogy Leads and SLT Day - 13 May 24</p> <p>Lead training 5 June 24</p> <p>Modules 1-2 Oct +Dec</p> <p>Review</p> <p>Modules 3-4 Jan + Mar</p> <p>Review</p> <p>Dates tbc. Modules to be 6 weeks apart</p>	<p>-</p>	<p>-</p>

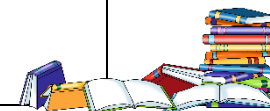
December Check Point: Evaluative Comments

Challenge: To have consistently high standards of **reading and writing** through the effective implementation of **fluency** approaches and tools for writing

Mission 2: To scale up the reading fluency pilot across P3-7, contributing to improved reading pedagogy and raised attainment.

Costs

Commitments	Expected Outcomes	Measures of Impact	Lead	Timescale	Core	PEF
Reading Fluency <ul style="list-style-type: none"> Teachers CLPL sessions on reading fluency strategies, rubrics and WCPM Teachers and children use reading fluency rubrics to help identify strengths and next steps Teachers use WCPM assessments to help identify barriers off track/cusp children Literacy timetables reviewed and updated for P3-7 classes Reading policy updated Share practice, inc GIG 	Staff <ul style="list-style-type: none"> Improved consistency and progression in teaching of reading fluency across P3-7 post P1-3 RWI phonics Balanced timetable for literacy learning Share good practice across schools Children <ul style="list-style-type: none"> Almost all children are making good and vg increments developing fluency skills Children off track and cusp are making enhanced progress in their WCPM Children can identify their strengths and next steps using pupil rubric, contributing to improved target getting 3% increase in P3-7 reading attainment 	<ul style="list-style-type: none"> Staff training evaluations L&T observations Staff planning for reading fluency Reading Fluency Assessments (Accuracy percentage & WCPM) Fluency rubric records Pupil self-assessment rubric ACEL / M&T Data Pupil progress evaluations Learning conversations POLLI observations GIG evaluations 	Eve, Emma, Chris and HT	August to October 2024 - CLPL Sept 2024 - WCPM baseline assessment Dec 2024 - interim review May 2025 - final.review	-	-



December Check Point: Evaluative Comments

Mission 2: Improve P1-7 Writing Skills



Commitments	Expected Outcomes	Measures of Impact	Lead	Timescale	Core	PEF
Write on Track <ul style="list-style-type: none"> All staff engage in Write on Track CLPL All staff/selected stages use Write on Track strategies for agreed times, e.g. 3 times per week. 15-30 mins Literacy assessment framework updated to incorporate sentence level assessment 	Staff <ul style="list-style-type: none"> Enhanced knowledge and skills to teach children to create text using effective sentence structure, punctuation and grammar Improved consistency in teaching of writing across the school Children <ul style="list-style-type: none"> Improved learner experience through increased and contextualised opportunities to build tools for writing skills Enhanced progress and attainment Reduced "P4 dip" in writing attainment Overall 3% increase in writing attainment across school/selected stages. 	<ul style="list-style-type: none"> Staff CLPL evaluations Early observations of/dialogue around changes to pedagogy Sentence level progress. Write on Track Sentence Level Assessment data / evaluations Learner conversations Pupil work samples from sentence level jotters Writing forward planning POLLI analysis SNSA data/analysis ACEL data/analysis 	HT	Write on Track: Oct 24/Inset 3, am Jan 25 for early observations and review of impact May 25 final review of year 1 work	-	-

December Check Point: Evaluative Comments



Challenge: To have consistently high standards of **attendance and timekeeping** through a positive approach to the promotion and management of attendance



Mission 1: To encourage and support all families to value coming to school every school day, on time, leading to improved attendance and timekeeping

Commitments	Expected Outcomes	Measures of Impact	Lead	Timescale	Core	PEF
<p>Attendance</p> <ul style="list-style-type: none"> ▪ Update attendance and latecoming letters to align better with Management Circular 5a ▪ Robust attendance tracking ▪ Ensure letters 1 and 2 are sent home timeously when required ▪ Ensure late latecoming texts go out daily ▪ Select/implement relevant strategies from other schools identified as having improved attendance and timekeeping ▪ Work closely with parents, EP and support services ▪ Home communication/ spotlights re attendance to drive awareness ▪ Assembly attendance focus (re GIRFEC and UNCRG) ▪ Update and share policy 	<p>Children</p> <ul style="list-style-type: none"> ▪ Attendance +2% and latecoming +10% ▪ Attendance related disadvantage gap -10% <p>Teaching and support staff</p> <ul style="list-style-type: none"> ▪ Enhanced promotion in class of good attendance and timekeeping. <p>SLT</p> <ul style="list-style-type: none"> ▪ Provide helpful, accessible information to families which enhances their understanding of the impact of non-attendance ▪ Improved monitoring and tracking of attendance ▪ Timely correspondence and interventions to support families <p>Clerical</p> <ul style="list-style-type: none"> ▪ Improved attendance recording ▪ Daily latecoming alerts ▪ Timely attendance letters to families 	<ul style="list-style-type: none"> ▪ Attendance and late coming data and analysis ▪ Records of engagement with families ▪ Feedback from families- on impact of interventions (inc Quarriers) ▪ Attendance support plans and evaluations of impact 	<p>KN, DHT</p>	<p>Aug 24- June 25</p>	<p>-</p>	<p>-</p>
<p>December Check Point: Evaluative Comments</p>						

Please use the space below to note any other improvement action initiated in previous years which are continuing to be focus in the coming year but not your identified priority for 24-25.

Grand Challenge	Area of Focus	Quality Indicator
Wellbeing and Learning	<p>New Spelling Programme</p> <ul style="list-style-type: none"> ▪ Embed new spelling programme for P3-7 introduced last session ▪ Ongoing staff training and development ▪ Stage partners plan/ POLLI ▪ Evaluate early impact of programme ▪ Family Learning session ▪ New spelling policy statement 	 <p>2.3</p>
Engagement, participation and inclusion	<p>Rights Respecting School</p> <ul style="list-style-type: none"> ▪ Embed the UNCRC in our school's policy, practice and culture. ▪ Silver Award accreditation visit - September 24 	 <p>3.1</p>