



Broomhill Primary School

School Improvement Plan



2022 - 2023



Learning and Growing Together

Establishment	Broomhill Primary School
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Session	2022 - 2023
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Local Improvement Group	NW LIG 1
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Cluster	17
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Head of Establishment	Wendy Cameron
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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 yellow 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: Teamwork (We play and learn well together...), Kindness (We are kind, friendly and compassionate...), Respect (We have pride and confidence in ourselves...), Aspiration (We are enthusiastic and determined to work to the best of our ability...), and Integrity (We are honest and truthful...). The bottom-right quadrant is light blue and titled 'Our Aims', listing: Leadership and Management (Build high-quality leadership...), Teaching and Learning (Build curriculum pathways...), Health & Wellbeing (Promote good health and wellbeing...), Families and Communities (Engage parents and carers...), and Attainment and Achievement (Have the highest expectations...).

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 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.

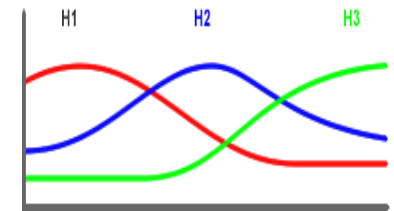
Responses were used to inform our school's shared vision statement, establish our shared core values and provide strategic direction for our school aims and improvement plan. [Click here to view our vision, values and aims statements](#)

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 to achieve ongoing improvement and change to meet learners' needs.
- **Looking outward:** to be informed by the National Improvement Framework, GCC 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 collaborative action enquiry; 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 our school community and partners 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 by all stakeholders 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.



S Section 3: PEF Spend Rationale and Summary of Consultation Processes

No.	Improvement priorities	Rationale for choosing priorities	Alignment to:					
			HGIOS QI/s	GIRFEC Wellbeing Indicators	NIF Priorities & Drivers	Service Priorities (Currently under review)	United Nations Convention of the Rights of the Child	Sustainable Development Goals
1	<p>Curriculum</p> <ul style="list-style-type: none"> - Introduce and implement GCC curriculum frameworks to support quality provision and progression. - Pilot new digital planning tool to reduce bureaucracy in the planning process - Further develop our curriculum rationale <p>Teaching, Learning & Assessment:</p> <ul style="list-style-type: none"> - Purchase/implement RWInc training and resources to enhance robust P1+ phonics teaching and P5-7 Fresh Start intervention. CLPL to improve comprehension skills P3+. - Use SDS framework to enhance meta-skills - Strengthen assessment approaches and tracking conversations 	<ul style="list-style-type: none"> ▪ SAC and GIC priorities ▪ Views of BPS staff, pupils & parents ▪ Lessons from research about reading pedagogies and recent training ▪ EFF research results 	1.2 1.3 1.5 2.2 2.3 2.4 3.2 3.3	<ul style="list-style-type: none"> ▪ Safe ▪ Healthy ▪ Active 	<p>Key Priorities:</p> <ul style="list-style-type: none"> ▪ Improvement in attainment in literacy and numeracy ▪ Closing the attainment gap between the most and least disadvantaged ▪ Improvement in children's health and wellbeing ▪ Improvements in employability skills 	<ul style="list-style-type: none"> ▪ Raising attainment and achievement through GIC ▪ 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. 	<p>Article 2 (none discrimination)</p> <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>	  
2	<p>Inclusive Practice</p> <ul style="list-style-type: none"> - Introduce Circle Framework to meet ASNs - Develop use of updated Seemis Wellbeing Planning - Update ASfL referral process and policy - Improve pupil and parent voice in planning, implementing and evaluating supports 	<ul style="list-style-type: none"> ▪ Self-evaluation findings ▪ Lessons from research and recent training 	1.2 2.2 2.3 2.4 2.5 2.7 3.1 3.2	<ul style="list-style-type: none"> ▪ Achieving ▪ Respected ▪ Responsible ▪ Included 	<p>Drivers:</p> <ul style="list-style-type: none"> ▪ School leadership ▪ Teacher professionalism ▪ Parental engagement ▪ Assessment of children's progress ▪ School improvement ▪ Performance information 	<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 	<p>Article 29 (goals of education)</p> <p>Article 29 Minority culture, language and religion</p>	 
3.	<p>Learner Participation</p> <p>Pupil Groups lead whole school self-evaluation and improvements:</p> <ul style="list-style-type: none"> - Young Leaders of Learning: support QA - Rights Respecting: become rights aware - Eco Group: promote environmental awareness - Digital Leaders: achieve Digital School status - Equalities Group: champion gender equality - Health & Sports: enhance opportunities - Reading School: support reading for all 	<ul style="list-style-type: none"> ▪ National, LA and school priorities ▪ Self-evaluation findings ▪ Work in progress 	1.1 1.2 1.3 2.7 3.1 3.2		<ul style="list-style-type: none"> ▪ School leadership ▪ Teacher professionalism ▪ Parental engagement ▪ Assessment of children's progress ▪ School improvement ▪ Performance information 	<ul style="list-style-type: none"> ▪ Make best use of our finance and resources to help ensure the best outcomes possible for our children. 	<p>Articles 43-54 (adults and government work together to ensure children enjoy all their rights)</p>	

<p>Pupil Equity Fund spend - £35,525 (33, 230 c/f)</p> <p>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 May and June 2022 about the additional monies and ongoing SIP evaluations. Additional funding and grants to enhance equity interventions are being sought.</p>	
<p>Rationale for spend</p> <p>In summary, our six key budget spends for excellence, equity and recovery are as follows:</p>	<p>Measures/Evidence for impacts (data, observation, views)</p>
<p>1) WRI phonics resources, online training videos and novels (Year 2) Anticipated spend: £5, 000</p> <p>Rationale: Teaching synthetic phonics in P1-3, using decodable books, has the potential to achieve the Scottish Government's vision of narrowing the poverty-related attainment gap in reading. Our school community agreed that the longstanding Storyworld programme is now not fit for purpose (non-decodable) and a new approach and resources are needed. Our work on equalities has evidenced that our existing reading resources are out-dated and no longer meet children's needs and interests. Relevant, diverse, engaging fiction and non-fiction text are required to support the development of pupils' reading skills.</p> <p>The WRI Fresh Start programme will help support phonics acquisition for P5-7 children with gaps in their learning and/or not yet on track with reading. Key outcomes: Professional learning and development; leadership of improvement and change; research-informed pedagogy; high-quality teaching; learning and assessment; raised attainment in reading and closing the income-related attainment gap; whole-school reading culture.</p>	<ul style="list-style-type: none"> ✓ Data - ACEL, RWI assessments & SNSA shows almost all children in BPS learn to read regardless of background or gender ✓ Fewer identifications of dyslexia ✓ Positive school community ✓ feedback, learning observations ✓ and learning conversations
<p>3) 1 FTE Support for Learning Worker led interventions Anticipated spend: £19, 000</p> <p>Rationale: Additional staffing is required to support the delivery of the RWI phonics programme, providing small group, targeted learning support P1-3</p> <p>Key outcomes: Inclusion; targeted learning support indoors and out; raised attainment and closing of the poverty related attainment gap.</p>	<ul style="list-style-type: none"> ✓ Data analysis: WRI assessment data and ACEL ✓ Lesson observations ✓ SflW CLPL evaluations
<p>4) Principal Teacher Differential 1 FTE Point 1 Anticipated spend: £4, 000</p> <p>Rationale: Enhanced middle leadership capacity is required to lead targeted HWB and sport interventions, and staff CLPL, which will have a direct impact on pupil health, wellbeing and wider achievement.</p> <p>Key outcomes: HWB and sports attainment; wider achievement; monitoring and tracking; staff CLPL.</p>	<ul style="list-style-type: none"> ✓ Data: participation, achievement ✓ CLPL evaluations ✓ Learner conversations/feedback ✓ Lesson observations
<p>5) Counselling and mental health support 1:1 or small group Anticipated Spend: £3, 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> <p>January to March (12 weeks) £3630 every Wednesday (10 days and two half days)</p>	<ul style="list-style-type: none"> ✓ Wellbeing evaluations / WAPS ✓ Quality Assurance Monitoring Group feedback ✓ Pupil feedback
<p>7) Wider achievement Anticipated Spend: £2, 500</p> <p>Supported study for targeted homework support, music instruction, sports clubs and activities. Also, family learning sessions.</p> <p>Key outcomes: Inclusion; targeted learning support; raised attainment and closing of the poverty related attainment gap.</p>	<ul style="list-style-type: none"> ✓ Wider attainment data ✓ HWB data ✓ Learner feedback ✓ QA processes


Section 4: Action Planning

School Priority 1: High Quality Curriculum, 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>1.1 Reading - develop high quality teaching and learning for all children and a vibrant whole-school reading culture.</p> <p>Leadership & Training</p> <ul style="list-style-type: none"> Visit good practice and comparator schools Purchase online RWI subscriptions, training films and RWI start-up reading materials/resources Arrange Leadership Implementation Day re systems, staff training sessions, development day to analyse data and Remote Progress Meetings Set-up for speed sounds - complete audit Set up for story books -add staff to School Portal Plan assessment weeks and storybook training Print story/speedy cards, add to wallet for each book. Organise word cards wallets for all staff. Share documents and progress expectations <p>Assessment and Grouping</p> <ul style="list-style-type: none"> Complete baseline assessment for all P1-3. Analyse data. Group children homogenously. Arrange staff to deliver 4-day phonics timetable. (rotate with play and teacher directed activities). Input ongoing assessments on School Portal. Review progress and <i>What to Teach When</i>. Identify spotlight children and provide 1:1 tutoring <p>P5-7 Fresh Start Intervention</p> <ul style="list-style-type: none"> CLOL, SLT and SflW learn the Fresh Start programme methodology using the RMT School Portal Assess need in P5-7 and deliver intervention Ensure quality classroom teaching meets needs Highlight pupils in tracking meetings and school's <i>Pupil Tracking Progress</i> documentation 	<p>April-Aug 22</p> <p>May 22</p> <p>Inset 1 + Aug 22 Sept 22-May 23</p> <p>June - Aug 22</p> <p>Aug</p> <p>Sept 22</p> <p>Ongoing</p>	<p>Wendy Cameron, HT</p> <p>Reading Leaders RWI Kirstin Bush, APT Susan Connor, ADHT</p> <p>Fresh Start Chris Duncan, CLOL</p> <p>Teachers/Support Teachers, SflW and volunteers</p> <p>Partners: Claire McWilliams, WRI Consultant Trainer</p> <p>Catherine Oxford University Press</p> <p>BOSCA</p> <p>Garrowhill PS Clyde PS Toryglen PS Blairdardie PS</p>	<p><u>Guidance</u></p> <ul style="list-style-type: none"> WRI Teacher handbooks 1+2 Reading Leader handbook <p>Subscriptions:</p> <ul style="list-style-type: none"> RWInc Phonics RM Virtual classroom <p><u>Resources</u></p> <ul style="list-style-type: none"> RWInc Handbook Classroom resources OUP Storybooks Online OUP reading subscription Magnetic letters & boards Expanding wallets Additional home readers Entry Grouping Grids + Individual Assessment Tracker Fresh Start handbook, tracker, assessment & pupil workbooks <p><u>Finance</u></p> <ul style="list-style-type: none"> Budget this session: WRI £3000. Library books – £1600 Scholastics commission. Shelving £500 Sch fund Outdoor seats – £3000 	<p>Leadership and Management</p> <ul style="list-style-type: none"> Training, practice and coaching equips staff with the knowledge, understanding and confidence to effectively implement RWInc phonics approaches and reading comprehension skills <p>Learning Provision (incorporating stretch targets/%)</p> <ul style="list-style-type: none"> High quality, systematic phonic and common word teaching and learning. Pupils' needs are identified and met early through reliable RWI assessment information and appropriate and timely targeted support. A coherent framework for comprehension skills is supporting progression and challenge Parents have the skills and confidence to support their child's reading at home using RWI approaches. Homework support is in place where parents have reading difficulties. <p>Successes and Achievements</p> <ul style="list-style-type: none"> P1-3 pupils reach the expected standards of reading speed and fluency (90-94%) Pupils receiving targeted interventions make accelerated progress in reading (95-100%) P4-7 pupils demonstrate age appropriate fluency and comprehension skills (92%) Raised attainment for all and minimise attainment gap ACfE reading performance improves +3% June 2023 and a further +2% June 2024 <p>This will be evidenced through:</p> <ul style="list-style-type: none"> Staff training evaluations and PRD records Practitioner Enquiry reports

<p>Built an Expert Team</p> <ul style="list-style-type: none"> • Run partner practice and RL coaching sessions • Set online training pathways (PRDs/PDPs) <p>Parents/Carers as Partners</p> <ul style="list-style-type: none"> • Deliver WRI and Fresh Start family learning events. • Send families Virtual Classroom details • Post WRI QR Codes and VC links on Seesaw • Upload guidance on Seesaw and website • Establish any barriers to reading at home and target support with bookbags, homework clubs etc <p>-----</p> <p>Post WRI Reading Strategies and novel studies</p> <ul style="list-style-type: none"> • HT on City Reading Group – share/use insights • CLPL to develop teachers' knowledge and understanding of building P4*-7 learners fluency skills • CLPL to develop use of book journal strategies to support comprehension skills • Teachers to plan/use/monitor impact of fluency and comprehension strategies • CLPL re identifying guided book levels/bands • Establish guided reading overview of fiction, non-fiction and poetry texts available • Review the organisation of P4*-7reading instruction <p><i>*=Children off WRInc</i></p> <p>Policy</p> <ul style="list-style-type: none"> • Update Reading policy <p>-----</p> <p>Reading School Culture</p> <ul style="list-style-type: none"> • Extend central library and class bookshelves • Establish pupil group to lead Reading School initiatives • Self-evaluation using Reading School Audit and establish priorities including: • Select/purchase new fiction and non-fiction texts, ensuring diversity in characters, setting and authors. • Ensure class and central libraries are used to encourage the reading of non-fiction texts linked to IDL and DYW • Set up outdoor reading area, seating and book storage • Ensure regular ERIC time across all classes <p>Parents</p>	<p>Fortnightly Aug 22- June 23</p> <p>Sept 22 – May 23</p> <p>Aug 22, with first evaluation Sept 22 and ongoing staff meetings throughout year.</p> <p>From August 2022 – termly reviews</p> <p>Aug 22-June 23</p>	<p>HT Chris Duncan, CLOL Louise Ballantyne, QIO</p> <p>Good practice schools</p> <p>Hyndland Book Shop owner (David Kinnear) and joiner Ian</p> <p>Glasgow Outreach Library Service –</p>	<p>BOSCA Covid Recovery funding.</p> <p><u>Staff CLPL</u></p> <ul style="list-style-type: none"> • WTA time allocation / staff meeting time • In-service day 1 • Working Parties 	<ul style="list-style-type: none"> • Tracking Conversations • Learner Conversations • Observation of partner practice and RL coaching sessions • Class visits and observations of 1:1 tutoring • Parent workshop evaluations • RWInc assessment tracker data / analysis • CfE reading data and analysis • P1 SNSA data and analysis
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<ul style="list-style-type: none"> • Reading workshops – WRI, Scotland Reads etc • Organise library visits • Set up a parent lending library 		Laura Hogg		
Year-end evaluation (for EPR and SQR, noting next steps and how progress will be maintained and sustained.)				
Next steps:				
<p>Planning Process & Digital Planning Tool Pilot</p> <p>Leadership & Training</p> <ul style="list-style-type: none"> • CLPL sessions to: <ul style="list-style-type: none"> - review effective planning processes - streamlining/enhancing existing approaches - reflect and evaluate current and future practice <p>Practice</p> <ul style="list-style-type: none"> • Colleagues work collaboratively to plan using GCC frameworks and pilot digital planning. • Evaluate to ensure the aims of the initiative are fulfilled <p>Policy</p> <ul style="list-style-type: none"> • Develop planning guidance policy statement to support sustainability of processes 	<p>Aug Oct</p>	<p>Lead: Partners:</p> <p>Clare Harvey, QIO Jane Arthur, QIO LOL</p> <p>Pilot schools, inc our cohort 1 - St Clare’s and St Charles</p>	<p>CLPL</p> <ul style="list-style-type: none"> ▪ Guidance ▪ Education Scotland: A statement for practitioners from HMI Chief Inspector of Education 2016 <p>Resources</p> <ul style="list-style-type: none"> ▪ GCC Frameworks ▪ Digital Planning Tool 	<p>Leadership and Management</p> <ul style="list-style-type: none"> ▪ Teachers’ have enhanced knowledge, skills and confidence planning learning digitally ▪ Teachers take a collegiate approach to the planning, assessment and moderation of learning and teaching ▪ Teachers and SLT experience a reduction in planning bureaucracy <p>Learning Provision</p> <p>Updated planning processes:</p> <ul style="list-style-type: none"> ▪ meet children’s needs across the 4 contexts ▪ aid teachers to make natural links across the curriculum ▪ support tracking and monitoring processes <p>Successes and Achievements</p> <ul style="list-style-type: none"> • Children experience enhanced progression and consistency of learner experience within and across establishments <p>This will be evidenced through:</p> <ul style="list-style-type: none"> ▪ Staff questionnaires ▪ PRD evaluations ▪ PRD evaluations ▪ QA of Forward planning ▪ Pupil Progress meetings ▪ Lesson observations ▪ Improved ACEL data / analysis
Year-end evaluation (for EPR and SQR, noting next steps and how progress will be maintained and sustained.)				

<p>Meta-Skills</p>  <p>Leadership & Training</p> <ul style="list-style-type: none"> DHT to deliver staff training using Welcome to 'Meta-Skills' resource. Establish planning procedures incorporating planning for development of Meta-Skills using digital planning tool. Establish effective partnerships with local business and industry links to develop children's knowledge about the world of work. <p>Practice</p> <ul style="list-style-type: none"> Use of the Meta-Skills resource will support learners in having increased awareness of what Meta-Skills are and how they are demonstrated. Colleagues will plan collaboratively for opportunities to develop Meta-Skills. This will be planned on the digital planning tool. Children will use the coaching wheels. These will raise awareness of the Meta-Skills and link them to the wider world of work. Partnerships with local businesses, care homes and nurseries are sought and used to enhance the children's knowledge of the world of Work and skills needed. Career/DYW week 	<p>Introduce on INSET day 3.</p> <p>Checkpoints Jan May</p> <p>Work ongoing this session and next</p>	<p>Lead: Susan Conor DHT (A)</p> <p>Partners: Jane Arthur QIO Gary Condie SDS</p>	<p>Guidance Education Directorate HGIOS 4</p> <p>Staff CLPL Welcome to the 'Meta-Skills' Spotlight on Meta Skills Spotlight on DYW</p> <p>Resources Meta-Skills Resource MyWorldofWork website Digital planning tool.</p>	<p>Leadership and Management Teachers' have enhanced knowledge, skills and confidence planning for development of Meta-Skills.</p> <p>Learning Provision Teachers use a coaching approach to enable children to identify skills they should work on. Children use the coaching wheels to identify gaps and strengths. Teachers plan for Meta Skills development using the digital planning tool. Children in p 5- 7 are registered on MWOW Children in P5-7 access the lessons on MWOW Children in P6 participate in Primary Engagement programme.</p> <p>Successes and Achievements</p> <p>Teachers have an enhanced knowledge, skills and understanding of Meta Skills to deliver learning opportunities. Children can articulate what the Meta Skills are and why they are important. They show increased awareness of their strengths and skills that they should continue to develop. Partnerships with local businesses are established.</p> <p>This will be evidenced through:</p> <ul style="list-style-type: none"> Teacher planning and evaluations Learning conversations with pupils. Staff questionnaires. PRD evaluations
<p>Year-end evaluation (for EPR and SQR, noting next steps and how progress will be maintained and sustained.)</p>				

School Priority 2: Effective Inclusive Practice

Actions to achieve objective	Timescale & checkpoints	Those involved - including partners	Resources and staff development	Intended Outcomes and Impact/s. Evidence (data, observations, views)
<p>Additional Support Needs</p> <p>Leadership & Training</p> <ul style="list-style-type: none"> ▪ Staff training on the Circle Framework ▪ Establish new referral procedure ▪ Signposting to appropriate resources and websites ▪ Develop further awareness of dyslexia, ASD, ADHD, dyspraxia and signs/symptoms ▪ Accessibility tools on iPads ▪ How to report on additional support needs in progress reports <p>Policy</p> <ul style="list-style-type: none"> ▪ Create an Additional Support Needs policy ▪ Create a Mental Health and Wellbeing Policy <p>Practice</p> <ul style="list-style-type: none"> ▪ Circle Framework to be used to help plan for children with ASN ▪ Referral system to be used to refer pupils for dyslexia assessment/SIIM, etc ▪ Pupil support groups for dyslexia and ASD/ADHD ▪ Parent information sessions for dyslexia, ASD, ADHD to be run by other agencies to support each other and learn from each other. ▪ Create and develop effective use of Additional Support Planning ▪ Pupils involved in setting and evaluating own targets for Wellbeing Plans ▪ Support for Learning staff running groups to develop gross and fine motor skills, touch typing, nurture, movement groups, Fresh Start, etc 	<p style="text-align: center;">Aug-May</p> <p>Checkpoints Oct Jan Mar</p>	<p style="text-align: center;">Lead: Karis Nicholson, DHT (ASN coordinator)</p> <p style="text-align: center;">Staff, pupils and Parents</p> <p style="text-align: center;">Partners GDSS Dyslexia Scotland ARC</p>	<p>CLPL</p> <ul style="list-style-type: none"> ▪ Circle Frameworks sessions and use throughout the year. ▪ Awareness of signs and symptoms of neurodiversities. ▪ Use of accessibility tools on iPads <p>Online Resources inc:</p> <ul style="list-style-type: none"> ▪ Circle Resource to Support Inclusive Learning and Collaborative Working – Primary – National Improvement Hub ▪ Dyslexia Scotland – Dyslexia modules 	<p>Leadership and Management</p> <ul style="list-style-type: none"> ▪ All teachers/SfLW have enhanced knowledge skills and confidence to deliver/support differentiated learning opportunities to meet pupils' needs ▪ To promote effective inclusive practice using the CIRCLE Framework of inclusion. ▪ To use the CIRCLE Inclusive Classroom Scale (CICS) for rating the classroom environment. ▪ All teachers work collegiately to plan, assign and evaluate learning ▪ Pupils, staff and parents are involved in evaluating individual/group targets. <p>Learning Provision</p> <ul style="list-style-type: none"> ▪ All children have the skills to access and engage with learning tasks ▪ Maximum pupil participation in learning is achieved and maintained ▪ Family learning sessions to develop greater continuity between home and school. <p>Successes and Achievements</p> <ul style="list-style-type: none"> ▪ All children experience equity of access to learning. ▪ Children have their needs met in class to give them best opportunity for learning. <p>This will be evidenced through:</p> <ul style="list-style-type: none"> ▪ Teacher planning and evaluations ▪ Wellbeing plans targets and evaluations ▪ Feedback from family learning sessions ▪ Pupil feedback on supports and strategies ▪ Attainment data and analysis ▪ EPR, SIP and S&Q evaluations ▪ Parent, pupil and teacher questionnaire


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


School Priority 3: Learner Participation

Actions to achieve objective	Timescale & checkpoints	Those involved - including partners	Resources and staff development	Intended Outcomes and Impact/s. Evidence (data, observations, views)
<p>Learner Participation – all groups are developing own plans</p> <p>Pupil Group representatives lead whole school self-evaluation and improvements:</p> <ul style="list-style-type: none"> - Young Leaders of Learning: support QA - Rights Respecting: become rights aware - Eco Group: promote environmental awareness - Digital Leaders: achieve Digital School status - Equalities Group: champion gender equality - Health & Sports: enhance opportunities - Reading School: support reading for all 	<p>Aug-May</p> <p>Checkpoints Oct Jan Mar</p>	<p>Lead:</p> <p>Pupil Groups</p> <p><u>Partners</u> Staff</p>	<p><u>CLPL</u></p> <p><u>Resources:</u></p>	<p>Leadership and Management</p> <p>Enhanced Learning Provision</p> <p>Successes and Achievements</p> <p>This will be evidenced through:</p> <ul style="list-style-type: none"> ▪ Group agendas and minutes ▪ Group pre and post consultations ▪ Group action plans ▪ Group Work ▪ Photos of actions/ outcomes ▪ Group evaluations
<p>Year-end evaluation (for EPR and SQR, noting next steps and how progress will be maintained and sustained.)</p>				

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
- NIH – National Improvement Hub
- NIF – National Improvement Framework
- PEF – Pupil Equity Funding
- PT – Principal teacher
- RIC – Regional Improvement Collaborative
- RWI – Read, Write, Inc
- SDS – Skills Development Scotland
- WTA – Working Time Agreement

Updated: 14/11/22

Broomhill Primary School

Standards and Quality Report 2021-22

Diversifying our Library & Anti-racist Education



We aimed to further develop our approach to race equality and anti-racist education, including diversifying our library books. At the start of the year less than 5% of our books were representative of the 25% of pupils who come from ethnic minority backgrounds.

Progress and successes

- We purchased 135 exciting new titles (1000+ books) written by ethnic minority authors and/or featuring Black and Asian central characters. This is building pupils' identity, confidence and understanding of others
- P6a was awarded £300 of book vouchers for their classwork on "How to Talk About Migration" related to Onjali Rauf's *The Boy At The Back Of The Class* and the refugee crisis in Ukraine. Glasgow University funded the schools competition.
- School and library events with authors who promote diversity is having a positive impact on our inclusive reading culture.
- Children are building racial literacy through their involvement in the selection and review of new books.
- Staffs' knowledge of diverse text has improved.
- We have a better understanding of pupils' ethnic backgrounds through improved processes and data
- A cultural calendar is being developed.
- Our equalities and bullying reporting has been strengthened
- We are in the process of updating our anti-bullying policy to explicitly address and prevent racist bullying.
- 12 pupils received finalists awards for their creative entry in the national Show Racism the Red Card competition

Pupil Voice



We aimed to strengthen pupil participation decision-making.

Progress and successes

- Children took an active role in creating and upholding rights-based class charters, helping them develop responsibility for their class ethos.
- Regular consultations with all classes about a range of relevant issues ensured the children were listened to and involved in decisions that affect them.
- Pupils participated in planning for interdisciplinary topics.
- The Rights Respecting Pupil Group identified our pitch as an area where pupils' right to feel safe was often affected. They arranged for the pitch to be used for a range of sports as well as football, and have organised for each stage to have an exciting range of new sports equipment.

Learning for Sustainability



Glasgow hosted the 26th United Nations Climate Conference, known as COP26. It is important that the children learn about the UN's Sustainable Development Goals and learn how to help the environment.

Progress and successes

- Lessons were developed which enhanced pupils' skills and knowledge about climate change and inequalities.
- The children are becoming more climate and carbon literate and empowered to speak up and take action about the climate emergency.
- Broomhill pupils featured in a Fun Kids radio show about climate change. They interviewed one of Sir David Attenborough's closest long-term collaborators, wildlife cameraman and polar expert Doug Allan.
- A P7 pupil won a top prize in the Lord Provost Poetry Competition, receiving her award at the Climate Charter launch in the City Chambers.
- All children participated in eco drama lessons in our school playground, which focused on supporting their wellbeing and creativity through outdoor learning

Digital Learning



Continue to develop digital learning and teaching. The aim was to enable improvements in attainment and advance digital skills.

Progress and successes

- Through training and development teacher and pupil skills have further developed skills and confidence using iPads to support teaching and learning.
- Digital Leaders pupil group have successfully led the school community in *App of the Month* initiative.
- Nearly 100 P4 and P5 pupils participated in lunchtime Coding club, developing skills using Swift and Spheros, which was led by the Digital Leaders pupil group.
- We are progressing in our journey to achieve Digital Schools Award.
- We continue to use Seesaw to communicate with parents; reporting on progress, homework tasks and school events.
- New digital progression planners were introduced and used by all teachers from Term 4 to support digital learning.

A copy of our full Standards and Quality Report is available on our school website.

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