

Broomhill Primary School Standards & Quality Report Session 2024 – 2025

This summary report is provided for parents/carers and partners to outline our achievements and improvements during session 2024 - 2025 and to share our improvement priorities for 2025 - 2026. 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 was 424 pupils with 15 classes, this will change back up to 16 classes in Session 25-26. Our attendance continues to average at 95%. 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 2024 – 2025

Key developments (Leadership of change) Q1 1.3

In session 2024-2025 we made key developments in the following areas:

1. **Wellbeing and Learning:**
Through **Restorative Practice** approaches, create a more supportive and conducive school environment for pupils to thrive.
2. **Achievement and Progress:**
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.
Improve writing skills P1-7 using **Write on Track**
3. **Engagement, Participation and Inclusion:**
Improve attendance and timekeeping

Wellbeing and Learning

All staff participated as part of the Learning Community Restorative Approaches training during August Inservice. All staff completed an audit of our Restorative Approaches practice.

All staff receive a visual reminder of the 5 Key Questions used in Restorative Approaches which is fastened to ID badges to be used when dealing with any incidents of conflict or emotional dysregulation. The key questions are also used to help children reflect on incidents and to consider how to restore relationships.

Through analysis of the Glasgow Motivation and Wellbeing Profile (GMWP) results in Sept 24 we identified that 'Other pupils look out for me in school/make sure I am feeling ok', 'People listen to me in school, 'I can stand up for myself in school' and 'I would complain if I felt picked on by anyone in school' were averaging scores between 8-9. It was agreed that the ethos of Restorative Approaches would support children to be more confident in these areas.

Through staff training, it was evidenced through feedback questionnaires that staff were able to identify improvements throughout the school in dealing with pupil conflicts and using restorative approaches. Almost all of parents who completed the Restorative Approaches questionnaire in May 25 answered Strongly Agree or Agree to reflect the positive work completed by the school.

As part of our Restorative Approaches, all P6 pupils participated in six sessions of Peer mediation training delivered by our link Educational Psychologist. This will continue into Session 2025-2026, with P7s using their training to support restorative conversations in the playground as well as helping to train P6s in peer mediation.

1. Achievement and Progress

All teaching staff participated in Glasgow's Pedagogy Differentiation sessions lead by Principal Teacher. All staff were able to clearly state methods on how to tailor teaching approaches to accommodate the varied learning needs of students. In staff feedback, almost all stated that differentiation is based on knowing the needs and interests of individual learners. All staff were able to identify how they employed a range of differentiated assessment strategies and feedback in the classroom. Almost all staff identified that learners' experiences are well matched to their needs and the majority of staff stated that learners' experiences are well matched to their interests.

During peer visits all staff were able to identify how learning was differentiation by content, process and product. This is evidenced in peer assessment feedback sheets. Through SLT class visits it was noted that almost all pupils were completing learning activities which were appropriately matched to their learning needs.

Staff feedback on use of Write on Track was positive almost all staff felt that this would be a valuable focus to develop tools for writing. The common concern that staff raised when reflecting on the literacy programme was the difficulty trying to fit all the different programmes in especially as a few of them recommended that pupils should be completing activities for 30 mins 3 or 4 times a week. As a staff we agreed that we needed to focus on the whole literacy programme to determine how to ensure that there was progression of spelling, grammar, reading and writing. Consideration is needed to ensure that literacy programmes are able to be used in conjunction with Read Write Inc. Almost all staff felt that the RWI Spelling programme had valuable aspects but that it was not meeting the needs of all learners. It was agreed that we would retain aspects of the spelling programme but not solely rely on one resource.

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

Numeracy					Literacy				
2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
% 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
89.1%	87.3%	89.4%	89.3%	91.6%	84.9%	80.4%	84.4%	86.8%	87.3%

Our **PEF allocation** is used effectively to enhance and extend interventions to close the income-related attainment gap. 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. Our PEF fund was used differently this year due to two members of Support for Learning staff leaving and time taken to employ new Support for Learning workers. The fund was used to purchase equipment to support pupils with additional support needs.

2. Engagement, Participation and Inclusion

Throughout our termly attendance monitoring, SLT were able to identify the reasons for absence and contacted parents of pupils who were attending less than 80% to determine if support from school would have a positive impact on attendance. The Glasgow campaign 'Attendance Matters' was promoted in our March newsletter. From analysing the data, holidays were the main factor for children with lower attendance and the attendance dropped around holidays especially in June.

Staff work closely with families of children who find coming to school challenging to help them feel safe and happy to come to school. We have soft starts, breaks and a variety of supports for children to help them 'want' to come to school.

Our attendance remains at 95% which is significantly higher than the Glasgow average. Our attendance and late coming are monitored and recorded appropriately.

In Session 2024-25, we had 59% of pupils attending PEPASS funded clubs and 20 young leaders were trained and lead clubs. Our football, netball and athletics teams were successful in various events throughout the year.

Attendance Tracking 2019-2025						
Year	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Broomhill P.S.	96.2%	96.9%	94.84%	94.8%	95%	95%
Glasgow (Primary)	93.2%	93%	90.45%	90.1%	90.4%	91%
National (Primary)	94.5%	94.5%	94.9%	N/A	N/A	91%

1. **Achievement and Progress** – to improve our planning and assessment procedures to increase attainment for pupils
2. **Wellbeing and Learning** – to meet the needs of all learners with focus on pupils with additional support needs
3. **Engagement, Participation and Inclusion** – to develop a more cohesive and progressive literacy programme

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

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/>