

Broomhill Primary School

Standards & Quality Report

Session 2025 – 2026

This summary report is provided for parents/carers and partners to outline our achievements and improvements during session 2025 - 2026 and to share our improvement priorities for 2026 - 2027. Throughout last session we took forward our improvement priorities as detailed in our school improvement plan. Using our approaches of 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 2025 - 2026

Broomhill Primary School is situated in the west end of Glasgow. The school role was 424 pupils with 16 classes. Our attendance continues to average at 95%. Although we have an increasingly diverse school population 12.7% of the children have English as an Additional Language which remains lower than the Glasgow average of 26.5%. We had 32 different languages spoken in our school. 11.5% of our pupils were registered for Free School Meals which again is lower than the Glasgow average.

Our achievements and improvements 2025 – 2026

Key developments (Leadership of change) Q1 1.3

In session 2025-2026 we made key developments in the following areas:

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

Wellbeing and Learning

In Sept 2025, almost all staff stated that they are aware of and understand the additional support needs of the pupils in their class. Most children who have ADHD and/or Autism have a Pupil Profile which identifies aspects of school which they like, aspects of school which are challenging for them and what supports are helpful for them. Some pupils also have a completed Positive Engagement Scale which details physical changes which we should note if they are becoming dysregulated and what staff should do to de-escalate the situation for them. This Pupil Profile is created with their class teacher and shared with parents, parents of younger children may be more involved in helping to create this profile.

A staff survey of training needs was completed in November 2025 and identified Trauma Informed Practice, English as an Additional Language (EAL) and Social and Emotional Behaviour Difficulties (SEBD) as an area requiring more training. EAL training using Lego Six Bricks was held in January and some staff implemented this as required.

In February 2026, the majority of the teaching staff said that they were aware of the requirements of the Education (Additional Support for Learning) (Scotland) Act 2009.

A pupil survey was carried out in November 2025 and almost all pupils said that they were aware of the supports that they were receiving and the positive impact they have. All pupils said that they felt that their peers understood them and treated them well and that their teachers understood how to cater for their needs.

A Parent Survey was sent out with the Newsletter and 3 responses received, which spoke positively of the support received.

A guide has been created for staff about ASN and has information about ASD, ADHD, Dyslexia and Trauma. This document gives an overview of strategies and resources that can be used to help teachers support pupils with ASN.

Achievement and Progress

During May 2025 Inservice Day, teaching staff worked together to create a new planning format which included coverage of learning across the curriculum, clear differentiation, with links to skills, UNCRC and Meta skills etc. Staff provided feedback throughout the year to allow for improvement and further development of the planners. All staff are using the new planning format to plan learning and assessments. Almost all staff are clearly linking assessment results to the next steps in pupils' learning which is evidenced in the planners and through Pupil Progress meetings and Forward Plan feedback. Almost all staff are evaluating pupil progress through a range of focused assessments which is improving the tracking and reporting of pupils' learning. All staff are planning differentiated learning for pupils who need more support and/or challenge.

A whole school assessment framework and calendar was developed to ensure that all staff, especially staff new to the school or stage, were aware of what was being periodically assessed and when this was occurring. SLT monitor forward plans each term to check for differentiation and use of assessment to inform learning. This is shared with staff and areas for improvement are discussed in termly Pupil Progress meetings.

Moderation has been built into our staff meetings, and Working Time Agreement (WTA), for 2026-2027 to ensure there is a consistency of moderation throughout the school.

During August 2026 Inservice, all teaching staff will participate in assessment training with a focus on holistic assessment. All teaching staff will update the assessment framework in line with the yearly strategic planner to ensure that assessments are carried out throughout the year and there is a variety of assessment used, including holistic assessments.

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

Numeracy					Literacy				
2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
% 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
87.3%	89.4%	89.3%	91.6%	88.3%	80.4%	84.4%	86.8%	87.3%	88.8%

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 to employ a Support for Learning worker to enable children to receive support in the classrooms. The fund was also used to purchase a new reading scheme which has non-fiction texts, diverse authors and characters. equipment to improve learning through play in P2 and to further equip the STEAM room.

Engagement, Participation and Inclusion

In May 2026, an evaluation of the school's approach to spelling was carried out, which identified that **all staff** from P4–7 were using the new spelling pattern progression guidelines introduced in August 2025. At the start of the year, 74% of pupils said they were learning a new spelling sound weekly, compared to 94% in June 2026.

Moving forward, 89% of staff were happy to continue with the current spelling approach and the flexibility to make their own activities in 2026/27. The development in the application of spelling can be seen in the fact that 68% of pupils at the start of the year, said they practised their spelling in a variety of ways, compared to 94% in June 2026. To ensure our approach was up to date and inclusive, a member of SMT and two teaching staff attended the GCC *Focus on Effective Phonics into Spelling P4–7*. Some staff have also attended GDSS spelling CPD opportunities. This approach to spelling has been shared with wider staff, including having a consistent structure for spelling input across the school and highlighting effective/non-effective spelling activities.

In June 2026, 100% of pupils said they felt their spelling was improving, compared to 89% at the start of the session. When asked about developments in the teaching of spelling this year, responses included: 'More focus on spelling rules rather than words', 'Continued focus on rule-based teaching and enforcing the language of prefix, suffix, root, encode and decode', and 'Using a mix of digital, verbal and written strategies to improve engagement.'

In Term 1 of 2025/26, the Literacy Working Party created a progression document for the teaching of punctuation and grammar from P1–7. When pupils were asked at the beginning of the year if they learn about punctuation, 100% said yes. This has stayed at 100% in June 2026. 95% of pupils at the start of the year felt their punctuation was improving, and this has continued to stay at a high level of 94%. Improvements can be more clearly seen in the teaching of grammar. At the start of the year, 89% said they learn about grammar, compared to 100% now. 79% said they felt their grammar was improving, compared to 94% currently.

Through our work on moderating attainment in reading, as a staff, we recognised the need for a more structured and progressive reading system for pupils to transition to once they have completed Read Write Inc. Staff had an opportunity to look at different reading schemes and identified which books would be most beneficial to our pupils. Staff particularly identified the need for a greater variety of current non-fiction texts. They agreed to spend some of our PEF to purchase

reading books which include non-fiction, as well as diverse authors and characters. These books will be in use from August 2026. An overall Literacy Policy has been updated to reflect current practice and will be shared with parents in Session 2026–2027.

Our attendance remains at 95% which is significantly higher than the Glasgow average. Our attendance and late coming are monitored and recorded appropriately. SLT have identified families which are supported throughout the year and planned review dates throughout the session.

In Session 2025-26, we had 54% of pupils attending PEPASS funded clubs and 12 young leaders were trained and lead clubs. The Netball team came third in the Glasgow Netball finals. The P4 tennis team celebrated winning 1st place in their competition. The girls football team celebrated winning the Jen Beattie Cup for the second year in a row, the P7 football team came first place in their league. The athletics team celebrated winning The Best School Overall, the Best Girl, the Best Boy and the second Best Boy as well as the boys winning the relay and the girls came third in their relay in the Super Seven's competition. There were also lots of individual medals.

We had three pupils attend the Woodwind PlayDays and another three pupils took part in the Trades House of Glasgow Robert Burns competition. Some of our P7 pupils went away to a Premiership Experience to watch Manchester United as part of our P7 transition programme with some of the neighbouring primary schools.

As part of the World Cup celebrations pupils from across the school performed a World Cup Song 'We Dream Big' which was aired on Sky TV and is available to view on Youtube.

Attendance Tracking 2019-2026							
Year	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Broomhill P.S.	96.2%	96.9%	94.84%	94.8%	95%	95%	95%
Glasgow (Primary)	93.2%	93%	90.45%	90.1%	90.4%	91%	90.7%
National (Primary)	94.5%	94.5%	94.9%	92.2%	90.3%	91%	91%

Our improvement plan priorities 2026 – 2027

- Achievement and Progress:** To enhance teaching and learning in Literacy (focus on writing and talking and listening)
- Participation and Inclusion:** Glasgow Pedagogy – The Good Lesson and Active and Collaborative Learning
- Engagement, Participation and Inclusion:** To develop progressive programmes in Music and Art and Design

We are continuing to establish robust assessment and moderation practices within the school, continue to progress and monitor reading for fluency and comprehension. As a school community we are auditing our current homework programme with parents, pupils and staff involved.

How Good Is Our School 4 Quality Indicator (QI)	Evaluation
Leadership of Change (QI 1.3)	Very Good
Learning Teaching and Assessment (QI 2.3)	Very Good
Ensuring Wellbeing Equality and Inclusion (QI 3.1)	Very Good
Raising Attainment and Achievement (QI 3.2)	Very 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/>